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MINUTES OF THE DEVELOPMENT
COMMITTEE
OF THE BOARD OF EDUCATION FOR
THE CITY OF HAMILTON

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DEVELOPMENT COMMITTEE

URBAN MUNICIPAL

MAY 18 1988

GOVERNMENT DOCUMENTS

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GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



I N D E X

DEVELOPMENT COMMITTEE

1988 04 07

GENERAL

NEW BUSINESS:

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MINUTES OF THE
DEVELOPMENT COMMITTEE

1988 04 07

Present: Margaret Cunningham (Chairman);
Trustees Allen, Barker, Baskin, Kennedy, Vine and Van Horne.

Also Present: Trustees Clarke, Deans, Detwiler, McMurrich, Mulholland
and Rogers.

Officials Present: A. J. Krever (Director of Education and Secretary)
K. A. Rielly (Associate Director of Education)
C. McKague (Superintendent of Curriculum and Special Services),
P. Beveridge (Superintendent of Curriculum, Special & Educational Services
(designate)
G. Rappolt (Assistant Superintendent of Curriculum)
M. Edge (Staff Development Program Leader)

Moved by Mr. Kennedy:

That the minutes of the last meeting be approved as presented to the members.

CARRIED.

GENERAL

NEW BUSINESS:

Role of the Committee
- Planning

Miss Cunningham informed the members the meeting of this committee will not be in keeping with the normal procedure for standing committee meetings.

Ms. Edge will speak on the planning for this committee. The presentation and the rest of the meeting will be on an informal basis and will allow the members to ask questions. The process and role of this committee will be developed through the speakers present at this meeting.

Mr. Rielly will speak on the second item under Role of the Committee, A Planning Model. His presentation will facilitate the members in being able to deal with different types of problems of this committee as well as giving the opportunity to discuss short and long range planning for the Development Committee.

Mr. Krever will speak on the third item under Role of the Committee, Future Meetings.

Miss Cunningham concluded these presentations will form the framework of what this committee will be doing and in order to keep it informal, she invited the members to move into the lounge for the rest of the meeting.

At this point, Mrs. Baskin left the meeting.

Exhibit 10

Page 10 of 10

Exhibit 10: [Illegible text]

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Exhibit 10: [Illegible text]

Exhibit 10: [Illegible text]

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Exhibit 10: [Illegible text]

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Exhibit 10: [Illegible text]

(a) Managing Organizational Change

Ms. Edge proceeded to present an informal workshop on Managing Organizational Change. She presented members with a copy of her presentation. (see attached)

Miss Cunningham thanked Ms. Edge for her presentation and asked Mr. Rielly to proceed.

(b) A Planning Model

Mr. Rielly spoke on the Planning Model with the aid of overhead slides. He also presented copies of his presentation to the members. (see attached)

At the conclusion of the presentation, Mrs. Deans asked about inviting representatives from the Social Planning Council, Chambers of Commerce, etc... and if this could be clarified. She felt it was important they should be invited and their input would be most valuable.

Mr. Rielly replied one of the things he has indicated is this Board must have a networking arrangement to gather information from the community. There are a variety of ways this could be done including inviting representatives from the community, from this system, etc...

Mr. Kennedy was pleased to see this presentation but felt there was still something missing and that was the content. What is the content of the Development Committee?

Mr. Rielly replied as far as strategies are concerned, the members must address issues related to this Board. One of the things the committee will have to do is explore the issues once it has gathered information from a variety of sources including the directives that come from the Ministry of Education. These should be looked at in order of priority and then the Development Committee can start their planning according to the list of priorities.

Mr. Kennedy wanted to commend Mr. Rielly for the great deal of work and thought that went into this presentation.

The first of these is the fact that the
economy is not in a state of equilibrium.
The second is the fact that the economy
is not in a state of equilibrium.

The third is the fact that the economy
is not in a state of equilibrium.

The fourth is the fact that the economy
is not in a state of equilibrium.

The fifth is the fact that the economy
is not in a state of equilibrium.

The sixth is the fact that the economy
is not in a state of equilibrium.

The seventh is the fact that the economy
is not in a state of equilibrium.

The eighth is the fact that the economy
is not in a state of equilibrium.

The ninth is the fact that the economy
is not in a state of equilibrium.

The tenth is the fact that the economy
is not in a state of equilibrium.

The eleventh is the fact that the economy
is not in a state of equilibrium.

Mr. McMurrich felt this was the most important committee which will provide leadership to the Board. It would be very beneficial if the present members of this Board could put the model and practical decisions together for future Boards. Although this is a very big task, the members of this Board will have achieved something. Mr. McMurrich also wanted to thank Mr. Rielly for his presentation.

Mrs. Van Horne echoed Mr. McMurrich's commendation. Regarding the establishment of the small work groups to perform specific tasks and prepare for the large committee meetings, Mrs. Van Horne felt this was working well with the Race Relations Committee in that a small group of members do the work and report back to the larger committee. Mrs. Van Horne supported the suggestion of small work groups being established for the Development Committee, made up of Trustees and administrators, to discuss specific issues. Input could be given by experts if they have knowledge on that specific item.

Mr. Allen was also supportive of this concept and wanted to thank Ms. Edge and Mr. Rielly for their presentations. There is no doubt this could be the leading edge for this City. Mr. Allen then asked about a specific topic he would like to introduce and what is the procedure for introducing this?

Miss Cunningham replied it would be put on the agenda at the request of the Trustee.

Mr. Allen commented Hamilton is known as a "Steel Town" but another product being developed is ceramics and he suggested this Board should start looking at how it can develop its educational system for this high-tech area. This committee should be looking at what the needs are in the schools to address the ceramics issue and how it is replacing the steel industry.

Mr. Allen concluded he is a firm believer in futurism and he commended the Board for establishing the Development Committee.

Mrs. Barker had a question on evaluation. Would the Development Committee evaluate the programs already in place, evaluate programs it will be putting in place or both?

Mr. Krever replied the committee will have to decide on this. For example, it may want to know how well are the students doing in the literacy field. Reports can be presented on what can be done for students' needs in this area and this could tie in with short and long term planning.

Mrs. Barker clarified the Development Committee will evaluate both present and future programs and it would be up to the committee to list the priorities.

Mr. Krever replied the Development Committee must decide what are the important issues at this time. It may want to evaluate the drop out issue and discuss the cause of students dropping out of school.

Further discussion took place on the evaluation process and Mr. McKague gave the example of Core French in Grade 1. The Board has not pursued this, however, if the committee wanted to explore this issue, part of the review has to be external. The members will have to go to their constituents and find out their needs.

Mrs. Clarke felt if this Board is going to educate its students for the future, it has to be aware of what the needs of business and industry are going to be. This Development Committee can address those needs.

Mrs. Vine felt the most important part is what this Board is doing at the present time and what are its strengths and weaknesses. What are the possibilities and what are the barriers? Some people are resistant to change while some are willing to go along with change.

The situational analysis Mr. Rielly mentioned is important and Mrs. Vine was waiting to hear the results of the Radwanski Report.

the first thing I saw when I stepped out of the car was a vast, open landscape. The air was fresh and the sun was shining brightly. I felt a sense of freedom and adventure. I was in a new world, and I was going to explore it.

The first thing I did was to go to the local market. I saw many different fruits and vegetables. I bought some apples and oranges. I also bought some bread. I was hungry, and I needed to eat. I found a small cafe and sat down. I ordered a cup of coffee and a sandwich. I was in luck. The food was delicious.

I then went to the beach. The water was clear and blue. The sand was white and soft. I lay down on the sand and looked up at the sky. The sun was shining brightly. I felt a sense of peace and tranquility. I was in a beautiful place, and I was going to enjoy it.

I then went to the mountains. The mountains were high and steep. The air was thin and cold. I was out of my element. I was not a climber, and I was not used to the altitude. I was in a dangerous place, and I was going to be careful.

I then went to the city. The city was big and busy. There were many people and cars. I was in a new world, and I was going to explore it. I found a hotel and stayed there. I was in luck. The hotel was nice and comfortable. I was in a good place, and I was going to enjoy it.

I then went to the desert. The desert was hot and dry. There were no trees and no water. I was in a dangerous place, and I was going to be careful. I found a small oasis and stayed there. I was in luck. The oasis was nice and comfortable. I was in a good place, and I was going to enjoy it.

I then went to the jungle. The jungle was hot and humid. There were many trees and animals. I was in a dangerous place, and I was going to be careful. I found a small village and stayed there. I was in luck. The village was nice and comfortable. I was in a good place, and I was going to enjoy it.

I then went to the tundra. The tundra was cold and flat. There were no trees and no water. I was in a dangerous place, and I was going to be careful. I found a small village and stayed there. I was in luck. The village was nice and comfortable. I was in a good place, and I was going to enjoy it.

She would like to know how many students does this Board realistically expect to drop out and how many changes that have happened were expected changes.

If Mr. Radwanski is invited to a future Development Committee meeting, Mrs. Vine is prepared to listen to him; however, she felt it is important to this Board if it is going to educate its students for future careers, to know what are the future careers.

Mrs. Vine concluded she felt it was important if this Board is going to prepare its students, to look at where the Board thinks it is and decide if it is prepared to make changes to accomplish what it wants to accomplish. This is where she would like this Development Committee to begin because it will be a long process.

Mrs. Van Horne felt it will be important for this committee to meet and function differently than the other two standing committees of the Board. She hoped the Board members will be agreeable to do two or three things for this Development Committee. One of them is not to meet in a formal setting such as the Board room but meet in the large committee room.

Another thing is while this committee discusses structure, it dispenses with "Robert's Rules of Order". Mrs. Van Horne did not think they were necessary if the meetings were to be kept informal.

Mr. Rielly agreed and also stated some meetings could take place "across the street". This committee could take a look at new technologies as a committee and provide opportunities for seeing the equipment and software in action. It is not necessary to hold all the Development Committee meetings here at the Education Centre, but rather, schedule some to take place out in the community.

Mr. Kennedy felt there are two priorities the Development Committee could discuss. One is the high drop out rate and the percentage of drop outs this Board should look at realistically.

the world is to be a better place
than this one is, and it is
not a good idea to try to
make it so.

It is a good idea to try to
make it so, but it is not a
good idea to try to make it so
by using force. It is a good
idea to try to make it so by
using reason.

It is a good idea to try to
make it so, but it is not a
good idea to try to make it so
by using force. It is a good
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by using force. It is a good
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using reason.

The other is the literacy problem and Mr. Kennedy suggested this Board do something innovative to correct what people outside perceive this Board is doing wrong. Mr. Kennedy also suggested a three year plan would be reasonable to zero in on practical issues.

Mr. Krever commented there are two models suggested. One has been the one presented by Mr. Rielly which is a long range plan to decide what the priorities are and this would be a 5 year plan. The other model has been suggested by Mr. Kennedy where the Development Committee can zero in on one or two specific points.

Mr. McMurrich felt the long range planning would be more beneficial. The Development Committee should find out where it is before pinpointing anything specific.

Miss Cunningham agreed the concept will have to be developed first. She then thanked Mr. Rielly for his presentation.

(c) Future Meetings

Mr. Krever informed the members he would like to invite guest speakers to the next few meetings of this committee. One would be a futurist who would have a handle on what is going on generally as well as in Hamilton. After this, Mr. Krever suggested bringing in someone who is a facilitator to take the committee through an exercise and review what is important. This could include a study by the Development Committee of what is going to happen in the system. For example, the drop out issue, Child Care, the relevancy of curriculum, etc...

Miss Cunningham asked if the committee was agreeable to inviting guest speakers and the committee agreed.

Miss Cunningham thanked Mr. Krever for his presentation.

The Radwanski Report:
Ontario Study of the
Relevance of Education and
the Issue of Dropouts
Executive Summary

Mr. McKague reviewed the Executive Summary of the Radwanski Report.

At the conclusion of the presentation, Mrs. Vine asked if the recommendations from this report are implications or implementation measures. There are some areas she would like to discuss.

Mr. Allen asked if the Radwanski Report, in any way, dwelt on societal problems. He was thinking of the S.A.L.E.P. committee interviews and the two main factors of why students leave school early. One is the family moves repeatedly from one system to another and the other is the home situation has not been conducive to learning. Mr. Allen asked if Mr. Radwanski treats this in any way.

Mr. McKague referred to recommendation #6 which addresses this. It talks about the cause of students dropping out and Mr. Radwanski sighted "streaming" as a problem as well as the home life situations. Mr. Radwanski also talks about what would work to prevent students from dropping out; alternative programs, etc...

Mrs. Van Horne felt this was an important report and wished there was more time to discuss this particularly with all the work Mr. McKague has done.

She suggested the members could do two things; A.L.S.B.O. has formed a sub-committee task force that is studying the Radwanski Report and this Board will be receiving some kind of a report in the not too distant future. Mrs. Van Horne would like to take this a step further and have the officials review this from their point of view and from the Hamilton perspective. They could give the Trustees their perspective, implications and opinions. When the officials' report is completed and the A.L.S.B.O. report has been received, a special Board meeting can be scheduled to deal with the Radwanski Report and discuss what the Hamilton Board wants to do in way of a response.

Discussion took place on Mrs. Van Horne's suggestion and Canon Rogers felt a full Board meeting will give the members an opportunity to study the A.L.S.B.O. report as well as express this Board's own grave concerns for education in Ontario. The Hamilton Board can come up with its own feelings about this and how it would like to have any implementation take place.

At the end of the first part, the author has written a short note on the results of the first part of the work. This note is written in a very simple and direct manner, and it is very interesting to read. It is a good example of how to write a short note on the results of a work.

The second part of the work is a very interesting study of the history of the world. It is written in a very simple and direct manner, and it is very interesting to read. It is a good example of how to write a study of the history of the world.

The third part of the work is a very interesting study of the history of the world. It is written in a very simple and direct manner, and it is very interesting to read. It is a good example of how to write a study of the history of the world.

The fourth part of the work is a very interesting study of the history of the world. It is written in a very simple and direct manner, and it is very interesting to read. It is a good example of how to write a study of the history of the world.

The fifth part of the work is a very interesting study of the history of the world. It is written in a very simple and direct manner, and it is very interesting to read. It is a good example of how to write a study of the history of the world.

Mr. Krever agreed with Mrs. Van Horne's suggestion of having the officials prepare a report, however, he suggested scheduling a full Board meeting to review the report with the Trustees and then have the officials write the report. This would then reflect the thinking of the Trustees as well as the officials.

Canon Rogers agreed with this suggestion and felt one thing that has to be addressed in this Board's response is the increasing number of children growing up in poverty. The two phases in Ontario are beginning to show more and more and this is something that should be included in that report. Unless this is addressed, education is meaningless for people who live in extreme poverty.

Mrs. Clarke also wanted to deal with this report from a Hamilton perspective. Trustees should have discussions with staff and put together a report.

Mrs. Van Horne felt the members have to remember the views in the report are those of Mr. Radwanski who is not, nor has ever been, an educator. Although Mr. Radwanski mentions this fact, Mrs. Van Horne will feel more comfortable when she hears education in Ontario analysed by the educators.

The committee then agreed to schedule a special full Board meeting to discuss the Radwanski Report.

Miss Cunningham thanked Mr. McKague for his report and again thanked Mr. Rielly and Ms. Edge for their presentations.

The meeting then adjourned,

READ AND CONFIRMED,

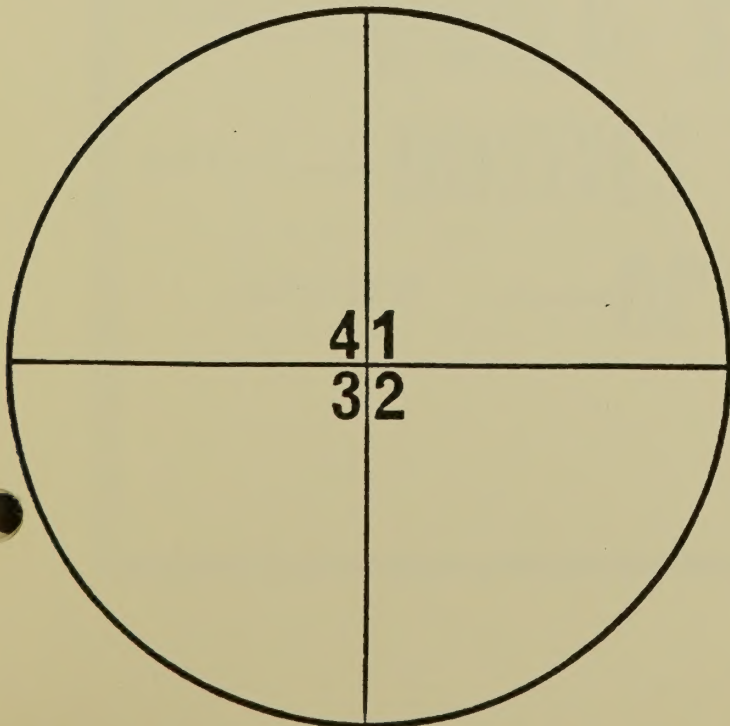
*jep

.....
Chairman.



STAFF DEVELOPMENT - "Growing Together"

CHANGE
WORKS
LIKE
A
KALEIDOSCOPE



Development Committee

7 April 1988

Marguerite Edge



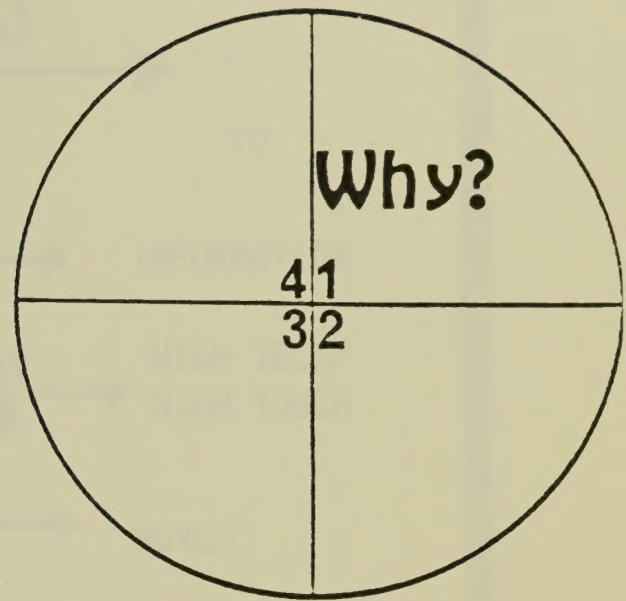
Development Committee

7 April 1978

Proposed by



CHANGE

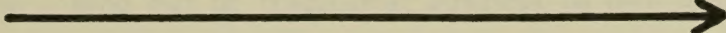


BY JOHN RAYSLIFF

CHANGE



MEGATRENDS



FROM

TO

INDUSTRIAL

— **SOCIETY** →

INFORMATION

FORCED

— **TECHNOLOGY** →

HIGH TECH/
HIGH TOUCH

NATIONAL

— **ECONOMY** →

WORLD

SHORT
TERM

— **VALUES & PLANS** →

LONG TERM

CENTRALIZATION

— **ENERGY FOCUS** →

DECENTRALIZA-
TION

INSTITUTIONAL

— **HELP** →

SELF

REPRESENTATIVE

— **DEMOCRACY** →

PARTICIPATORY

HIERARCHIES

— **WORLD STRUCTURES** →

NETWORKING

NORTH

— **BUSINES & POWER** →

SOUTH

EITHER/OR

— **OPTIONS** →

MULTIPLE

BY JOHN NAISBITT

NEOATLANTIS

TO

FROM

—SOCIETY—

—TECHNOLOGY—

—ECONOMY—

—LAW & POLICE—

—ENERGY & POWER—

—MILITARY—

—MEDICINE & HEALTH—

—WORLD STRATEGIES—

—BUSINESS & FINANCE—

—ARTS & CULTURE—

THE ESCALATING PACE OF CHANGE

Demographics

- society aging
- women entering work force
- women living longer
- glass ceiling - drop out of traditional business to own business

Changing values in the workplace

- people over instructions
- quality over quantity
- individualism over conformity
- diversity over uniformity
- experience over things
- participation over authority

Leisure time

- chunking of work life
 - WORK SCHOOL
 - changing careers

Decentralization

- provincial influence
- participatory democracy
- private sector role in public policy
- rise of special interest groups
- small business

Technology

- industrial → information society
- microelectric technology
- computer games

Economy

- weak dollar
- prices and costs going up
- low growth (2½-3%)
- slower productivity
- capital leaving country
- tariff war with U.S.

Changing levels of education

- increase in all age groups
- functional illiteracy (less than grade 9)
- hi tech literacy - skill development needed

Globalization

- interdependence - all of us are vulnerable to issues that are global (i.e. - terrorism aggravating ordinary people, not just diplomats)

*M. Edge
1987*

Some principles of personal and organizational change

by Walter Sikes

Walter Sikes of 111 W. North College Street, Yellow Springs, Ohio 45387 is an NTL member and a private consultant specializing in organization development.

A few years ago, as I was flying to Memphis to lead a workshop on managing change, I decided to identify what I knew for sure about the principles of change. I could remember lots of research, theories, concepts, and provocative ideas, but they all seemed to be reducible to just four basic generalizations.

This disturbed me because I did not consider four points a sufficient output from a quarter of a century of work as a student and practitioner of change. I later shared my distress with Jack Lindquist, who was presenting the workshop with me, and together we came up with three more generalizations—a thin but possibly more respectable output.

This article presents these seven principles, which I consider the core of what is known about personal and organizational change. Although much more could be said about the various complex processes of change, I feel that the following points represent a good amalgam of the key concepts that persons dealing with change will find helpful.

1. You must know what something is before you try to change it. Diagnosis is the key to effecting planned change. A change agent must have a sound, internalized understanding not only of the "facts" but also the feelings important to the change process. Thus, data collection and feedback are essential to initiating either personal or organizational change. A thorough understanding of the particular dynamics of a system that is to be changed will allow one to tailor the innovation to the specific situation—and greatly increase the chances for success. As Jack Lindquist says, "plan for adaptation, not adoption."

2. Because all human change takes place in systems or organic units, you cannot change just one isolated element. Everything in a system is ultimately connected, so a change in one part affects the whole system. Therefore, one must understand the total impact of the proposed change on all parts of the system so as to reduce the chances of unwanted and unpredicted side effects.

Whether the system constitutes a large, complex organization or a single individual, the person(s) involved probably likes stability and predictability. Kurt Lewin's concept of a field of forces operating to maintain equilibrium presents an accurate image of the tendency of systems to oppose change. When people return from a T Group to their families or work groups, they typically encounter much resistance to their applying their brand-new skills and insights, and

much pressure to resume their old behaviors—even if those behaviors were dysfunctional. Partners in architectural firms find it almost impossible to change their functions without involving at least the entire group of partners—and often other members of the firm—in the change process. When designing change, assume that those involved will probably be reluctant to go along with the new ways of doing things.

3. People resist punishment. Change generally generates discomfort, requiring at the least that one use extra energy to adapt to a new situation. People tend to consider alterations in a system a form of punishment. Even changes that one considers desirable may entail some discomfort. For example, the families of alcoholics frequently become so programmed to deal with the problems of the addict that they resist making changes that would produce more functional behaviors.

We often have difficulty understanding why others consider change so punishing. A parent may wonder, "What does my teenage son consider so painful about reading an additional half hour per day?" Even the son may not be able to give a clear answer—but he knows it feels bad.

4. People are reluctant to undergo current discomfort for long-term gain. Learning a new skill, whether it is technical or behavioral, at the least causes one to undergo the pain of feeling incompetent for a time. We feel more comfortable using familiar behaviors and already-mastered skills, so we prefer to polish, refine, and rely on them rather than develop new, possibly better skills. Even people and organizations taking part in programs to facilitate change tend to depend on the skills developed beforehand and avoid moving into untried areas.

Typically, people will resist changing their lives even on the chance that they will be better off for doing so. When the prospect of future benefit is

"Few individuals or organizations are willing or able to make dramatic, sweeping changes in a hurry."

uncertain, one especially tends to hang onto the current way of doing things. Therefore, people entering a change effort must be provided with support and motivation during the "painful" early stages. They will also find it helpful to experience early rewards.

5. Change generates stress. Studies of the sources of stress have shown that any kind of change induces stress, which is a reaction of a system accommodating new conditions. Changes that we feel we cannot control are the most stressful. Therefore, to reduce the stress of the change process, those affected must, as much as possible, perceive that they can influence the process. They must also have access to devices like support groups that can help them manage their stress.

6. Participation reduces resistance. Probably no principle of social psychology has been studied or confirmed more fully than the concept that one may increase people's acceptance of an innovation by getting them involved in setting goals and devising strategies for achieving these goals.

Such participation, however, requires such preconditions as time in which to consult with those involved, a communications system that allows the parties to reach one another, and sufficient common purposes or values to allow potentially fruitful exchanges to occur. Moreover, those involved must be willing to invest time and energy in the participative

process, and those with the most power must be willing to share at least some of that power. These conditions do not always prevail, but frequently they do, and they may often be generated in circumstances in which we assume they are absent. In any event, to the extent that those involved in a changing system can become involved in establishing where the system is going and how it will get there, the movement will occur less stressfully and will likely be more enduring.

7. Behavioral change usually comes in small steps. Few individuals or organizations are willing or able to make dramatic, sweeping changes in a hurry. When we attempt to produce change in or by another—or ourselves—we usually seek to have it occur right away, especially if the one trying to induce the change has more power than the other. When a parent tells a child to stop bouncing on the bed, the parent means "stop now." The child, however, will try to maintain its self-worth and take a few more bounces before stopping. When a boss tells an employee to change her or his way of doing things, the boss usually expects this to occur immediately—but the employee will need some time to make the adjustments requested. This expectation even prevails in T Groups. Despite all of the rules regarding feedback, when a group member expresses a negative reaction to another's behavior, it is usually said in the hope that the behavior will never occur again. Realistically, however, we must realize that abrupt changes in behavior are rare—and probably even unhealthy—and that we must allow adequate time for changes to take place.

These seven points do not represent everything one must know to be an effective change agent. But in my own efforts to bring about or support innovation, I have found that I am more likely to succeed if I can design the effort to take these principles into account.

The individual's responsibility and ability
to make a change in behavior, changing things
in a better way.

However, the responsibility to change things is not
only on the individual. The social environment
also has a great effect on the individual's ability
to change things. The social environment
can be a great help or a great hindrance.

1. Change in behavior is a result of the social
environment. The social environment is the
total of all the social factors that influence
the individual. The social environment
can be a great help or a great hindrance.
The social environment can be a great help
or a great hindrance. The social environment
can be a great help or a great hindrance.

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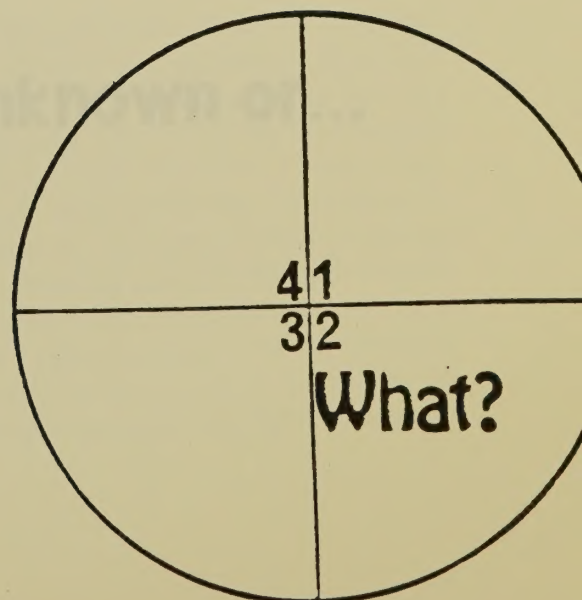
The social environment is the total of all the
social factors that influence the individual.
The social environment can be a great help
or a great hindrance. The social environment
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CHANGE

NATURAL RESISTANCES TO CHANGE

RESISTANCES

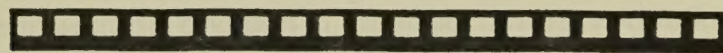
- Satisfaction with the status quo/
certainty
- Lack of shared vision or sense of
responsibility
- Not knowing where to start
- Not enough or the right time and
resources
- Exaggerated appeals to logic or
emotion
- Fear of failure or the unknown or...
- Avoidance games
- Devaluation



CHANGE



NATURAL RESISTANCES TO CHANGE



- Satisfaction with the status quo/
certainty
- Lack of shared vision or sense of
responsibility
- Not knowing where to start
- Not enough or the right time and
resources
- Exaggerated appeals to logic or
emotion
- Fear of failure or the unknown or...
- Avoidance games
- Devaluation

NATURAL RESISTANCE TO CHANGE

CHARACTERISTICS

- Satisfaction with the status quo
- conformity
- Lack of shared vision or sense of responsibility
- Not knowing where to start
- Not enough of the right time and resources
- Exaggerated appeals to logic or emotion
- Fear of failure or the unknown or...
- Avoidance games
- Denial

BEHAVIORAL ATTRIBUTES OF CHANGE

We now turn to an explanation of some of the primary behavioral attributes of change. This exposition will help us to understand more thoroughly the behavioral bases that underlie the model of change for organization development.

People resist change—or do they? Does an employee resist an upward change in pay rate or vacation allowance? Does a homemaker resist the replacement of a cranky old dishwasher for a new one? Does a manager resist an imposed schedule change that requires him to represent his division at an important reception for the new company president rather than finishing his quarterly budget? All these changes are likely to be welcomed warmly and to be implemented with great cooperation from the people concerned. What distinguishes these changes from the changes that people resist strongly is the fact that their nature and effects are relatively well known and are enthusiastically desired. The degree of people's resistance to change depends on the kind of change involved and how well it is understood. What people resist is not change but loss, or the possibility of loss (Marris, 1975). This loss is generally one of two kinds.

LOSS OF THE KNOWN AND TRIED

Change often involves a shift away from a known situation, with all its familiarity and possible advantages. The people concerned are exchanging the known for the unknown; certainty for uncertainty; stable, existing patterns of behavior and adaptation for the need to evolve new patterns; tried rewards for untested ones. In addition to the uncertainty of the satisfactions to be gained from the new situation, the people being asked to make the change are required to spend a great deal of effort and psychological energy in getting to know the new situation and in tolerating and coping with frustration until they can evolve new work or living patterns. In psychological terms, newness and the need to cope with it constitute *stress*. If the long-term rewards to be gained from the change are no greater than those enjoyed formerly, the stress cost outweighs the future advantage. If the new advantages outweigh the old but are not well understood by those making the change, again the effort involved will not seem worthwhile. Only if the advantages are greater and are desired sufficiently to outweigh the efforts required to make the transition are people likely to change willingly.

LOSS OF PERSONAL CHOICE

People are not simply and naturally resistant to change. What comes closer to a universal truth about human behavior is that people resist the *imposition* of change. Brehm's (1966) research and his theory of *psychological reactance* help to explain this human phenomenon. When one's feeling of freedom is in jeopardy, the immediate reaction is likely to be an attempt to regain this sense of freedom. This reaction is so strong, in fact, that people frequently will not bother to defend their beliefs and may even change them in order to maintain opposition to others' attempts at changing them. In some cases the issues of advantage and change are in conflict, leading to a situation in which people may prefer to continue on a path that is not in their best interests rather than to give up the feeling of free choice. Research shows, for example, that, when a smoker is *told* to stop smoking, his or her typical reaction is either to continue as usual, or to increase the rate. Brehm's theory is that, when people believe themselves free to

behave in a certain way, they will experience psychological reactance (that is, they will resist) if that freedom is threatened or eliminated. The degree of ease and success with which an organizational change is introduced is therefore directly proportional to the amount of choice that people feel they have in determining and implementing the change.

INVOLVEMENT AND COMMITMENT

A common-sense principle of human behavior that is corroborated by considerable research is that, the more people are involved in decisions that directly affect them, the more they will be committed to implementing those decisions (Lewin, 1958). This principle helps to explain why some elegantly and appropriately designed plans never get implemented. When a single person or a small group of people plans a change that will involve a much larger group of other people, without involving the others in the planning, the likelihood of successful implementation is diminished. The larger group is likely to perceive the plan as something being imposed on them, and their reactance is aroused. Although they may agree that the plan is intrinsically logical and appropriate, there will be no *psychological commitment* to it if they have not been involved in the planning itself and have had no influence on its content or choice in whether to contribute to it. This lack of psychological commitment does not necessarily cause complete resistance to implementation, but the best that can be expected (unless organizational loyalty is extraordinarily high) is passive compliance.

From: Burke, W.W. (1982). *Organization Development: Principles and Practices*. Boston, MA: Little, Brown.

危機

When an organization is faced with adjusting to change, a crisis situation often develops. The Chinese have a revealing way of expressing the word *crisis*; the upper character represents danger, while the lower one conveys hidden opportunity. Managers responsible for implementing changes within their organization encounter the same options suggested by the Chinese symbols—dangerous negative results or positive new opportunities.

危機

When an organization is faced with adjusting to change, a crisis situation often develops. The Chinese have a revealing way of expressing the word crisis: the upper character represents danger while the lower one conveys hidden opportunity. Managers responsible for implementing changes within their organization encounter the same options suggested by the Chinese symbols—dragons—negative results or positive new opportunities.

FIVE STAGES OF GRIEF

(from Elizabeth Kubler Ross's - Death and Dying)

1. Denial and isolation - "No, not me" - admitting you have a problem could make you perceive that you are weak, sinful or irresponsible.
 - also, recognizing a problem makes you aware that change is inevitable
 - people then mourn the loss of that which must be changed
 - denial cushions the impact that change is inevitable
2. Rage and anger - "Why me" - you resent the fact that others remain the same, while you must change
 - anyone may be the target of the anger
 - sometimes the anger is used to avoid the issue at hand
 - other times, the anger is because you are confronted with the issue
3. Bargaining - "Yes, me but...." - You are beginning to accept the problem, but will bargain for such things as "Just one more time".
4. Depression - "Yes, me" - people in this stage usually become quiet
 - you have stopped denying the problem
 - the anger has subsided, and you are no longer trying to bargain
 - You have gained insight into your particular problem, and realized you must make changes in your life
 - alternatives are not yet perceived as being viable solutions
 - you blame yourself in a "self-downing" manner for your problems, and frequently mourn the loss of what you are changing
 - you need a sense of hope
5. Acceptance - ("I have a problem, but it's alright"; "I can".) - you make a concentrated effort at this stage to work out alternatives
 - you have the attitude, "I can do it"
 - there is hope
 - fear is still present, but reduced with the prospect of hope

THE UNITED STATES OF AMERICA

The United States of America is a country in North America. It is the third largest country in the world by area and the third most populous.

The United States is a federal republic, with a President as the head of state and a Congress as the legislative branch.

The United States is a member of the United Nations, the North Atlantic Treaty Organization (NATO), and the Organization for Economic Cooperation and Development (OECD).

The United States is a country with a rich and diverse culture, with many different languages, religions, and ethnic groups.

The United States is a country with a long history, with many important events and figures in its past. It is a country that has played a major role in world history.

The United States is a country with a strong economy, with many important industries and a high standard of living.

The United States is a country with a strong military, with many important weapons and a large number of troops.

The United States is a country with a strong commitment to human rights, with many important laws and institutions.

The United States is a country with a strong commitment to the environment, with many important laws and institutions.

The United States is a country with a strong commitment to science and technology, with many important discoveries and inventions.

The United States is a country with a strong commitment to education, with many important schools and universities.

The United States is a country with a strong commitment to the arts, with many important artists and works of art.

The United States is a country with a strong commitment to sports, with many important athletes and teams.

The United States is a country with a strong commitment to the outdoors, with many important parks and natural areas.

The United States is a country with a strong commitment to the future, with many important goals and dreams.

The United States is a country with a strong commitment to the world, with many important relationships and partnerships.

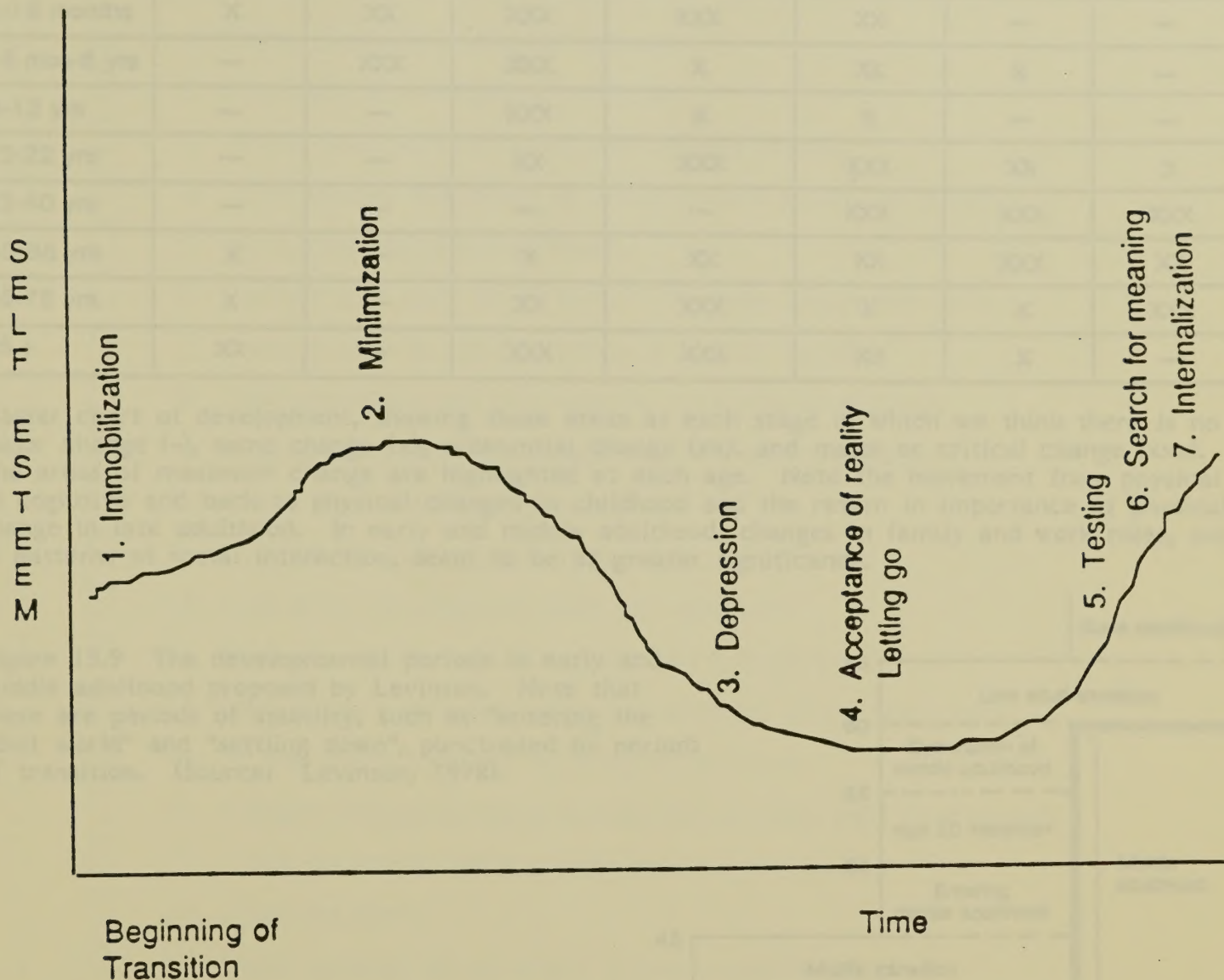
The United States is a country with a strong commitment to the people, with many important values and principles.

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The United States is a country with a strong commitment to the people, with many important values and principles.

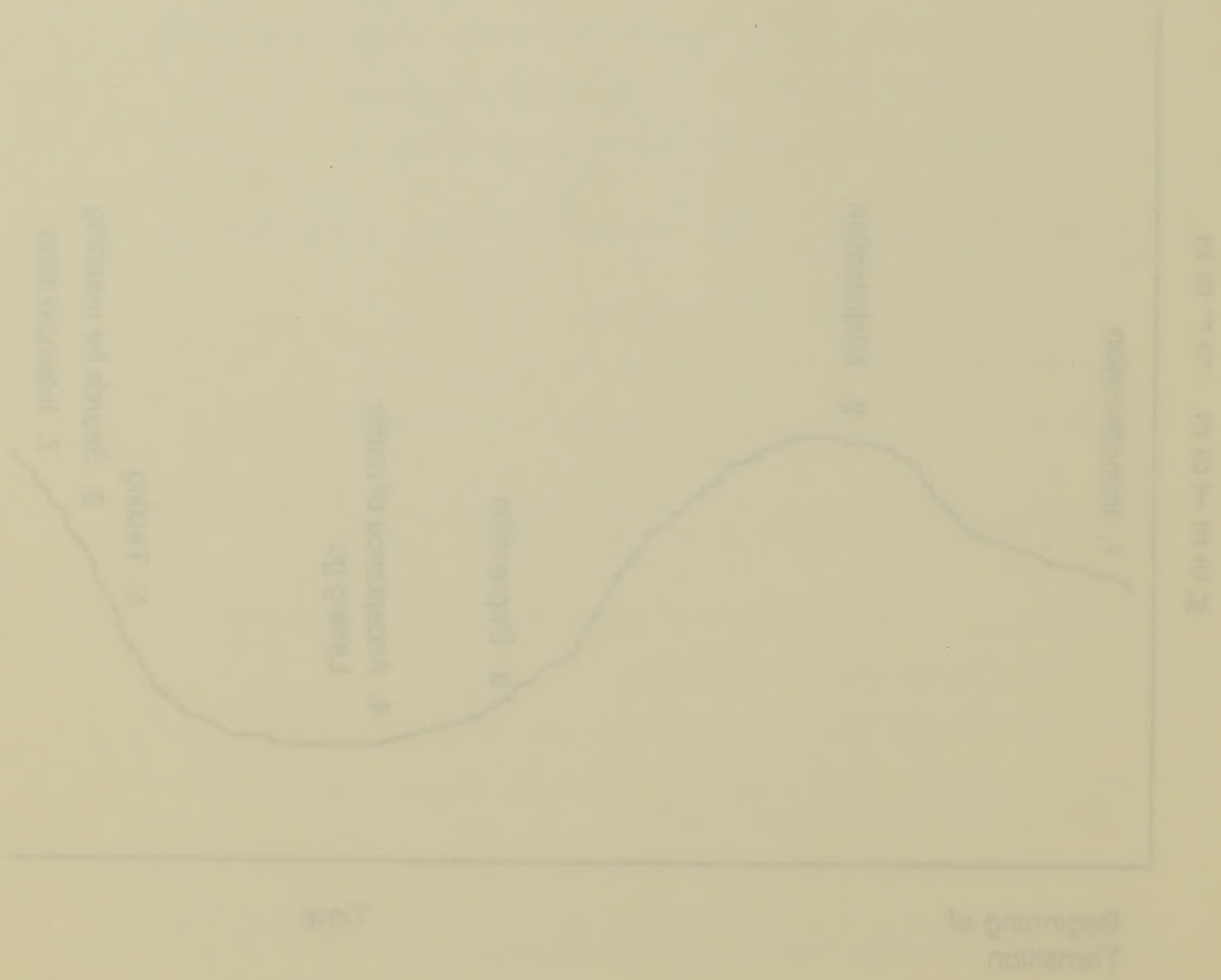
SELF-ESTEEM CHANGES DURING TRANSITIONS



TRANSITION - Understand and Managing Personal Change

• Adams • Hayes • Hopson

SELF-ESTEEM CHANGES DURING TRANSITIONS



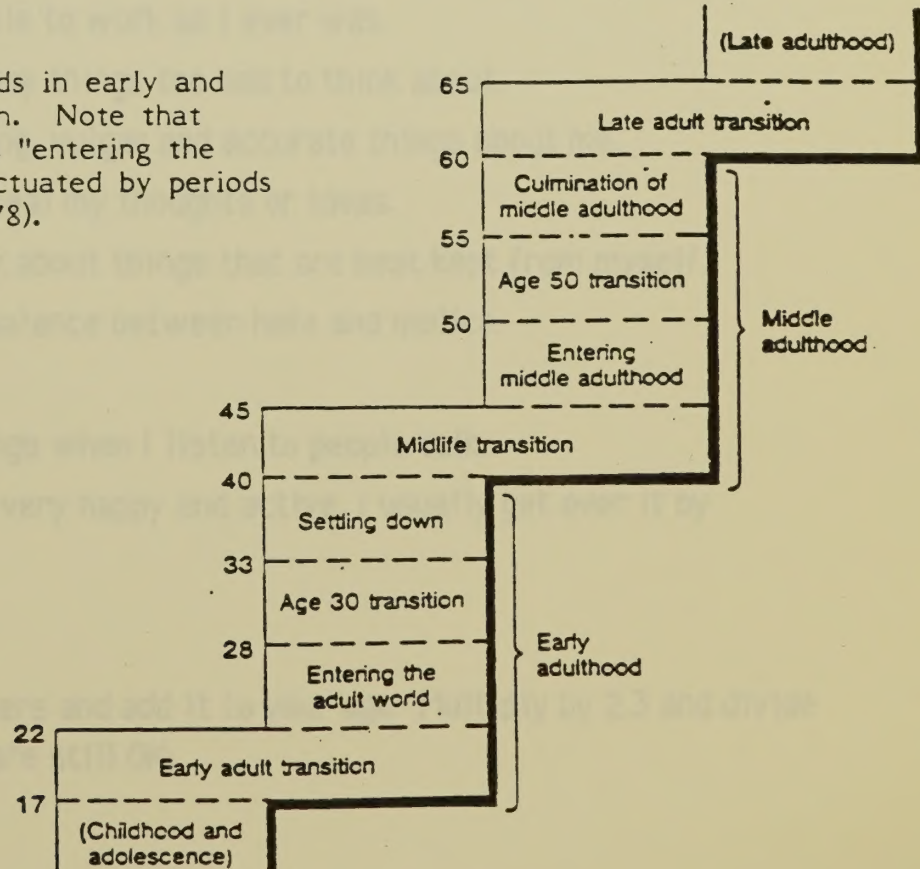
TRANSITION - Understand and Manage Personal Change
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LIFE STAGES & CHANGE

Age	Changes in perceptual skill	Changes in language skill	Changes in cognitive skill	Changes in biological characteristics or physical skill	Changes in social interactions and family roles	Changes in sex roles	Changes in work roles
0-2 months	X	—	X	XXX	X	—	—
2-18 months	X	XX	XXX	XXX	XX	—	—
18 mos-6 yrs	—	XXX	XXX	X	XX	X	—
6-12 yrs	—	—	XXX	X	X	—	—
12-22 yrs	—	—	XX	XXX	XXX	XX	X
22-40 yrs	—	—	—	—	XXX	XXX	XXX
45-65 yrs	X	—	X	XX	XX	XXX	XX
65-75 yrs	X	—	XX	XXX	X	X	XXX
75 +	XX	—	XXX	XXX	XX	X	—

Master chart of development, showing those areas at each stage in which we think there is no major change (-), some change (x), substantial change (xx), and major or critical change (xxx). The areas of maximum change are highlighted at each age. Note the movement from physical to cognitive and back to physical changes in childhood and the return in importance of physical change in late adulthood. In early and middle adulthood, changes in family and work roles, and in patterns of social interaction, seem to be of greater significance.

Figure 13.9 The developmental periods in early and middle adulthood proposed by Levinson. Note that there are periods of stability, such as "entering the adult world" and "settling down", punctuated by periods of transition. (Source: Levinson, 1978).



CHECKLIST FOR MIDLIFE CRISIS

YES NO

- | | | |
|--------------------------|--------------------------|--|
| ☐ | ☐ | 1. Frantic screams make me nervous. |
| ☐ | ☐ | 2. I salivate at the sight of mittens. |
| ☐ | ☐ | 3. When I walk quickly, I can feel my legs moving. |
| ☐ | ☐ | 4. Other people look at me as though I know what I am doing. |
| ☐ | ☐ | 5. My tongue has been depressed. |
| ☐ | ☐ | 6. I would care more about myself if I knew which one I was. |
| ☐ | ☐ | 7. I would have an identity crisis if I could find one. |
| ☐ | ☐ | 8. I become homicidal when people try to reason with me. |
| ☐ | ☐ | 9. Most of the time I go to sleep without saying goodbye. |
| ☐ | ☐ | 10. I have been considering an act. |
| ☐ | ☐ | 11. I feel more like I do now than I ever did before. |
| ☐ | ☐ | 12. I am about as unable to work as I ever was. |
| ☐ | ☐ | 13. Once in a while I say things too bad to think about. |
| ☐ | ☐ | 14. People say insulting, vulgar and accurate things about me. |
| ☐ | ☐ | 15. No one wants to steal my thoughts or ideas. |
| ☐ | ☐ | 16. I dream frequently about things that are best kept from myself. |
| ☐ | ☐ | 17. I lack the proper balance between hate and malice. |
| ☐ | ☐ | 18. I feel intensely. |
| ☐ | ☐ | 19. I hear strange things when I listen to people talk. |
| ☐ | ☐ | 20. When I am feeling very happy and active, I usually get over it by morning. |

Take your total number of YES answers and add it to your age. Multiply by 2.3 and divide by 7.86. If you are confused, - you are still OK.

EXERCISES FOR THE CLASS

	YES	NO
1. I am a person who is always	☐	☐
2. I am a person who is always	☐	☐
3. I am a person who is always	☐	☐
4. I am a person who is always	☐	☐
5. I am a person who is always	☐	☐
6. I am a person who is always	☐	☐
7. I am a person who is always	☐	☐
8. I am a person who is always	☐	☐
9. I am a person who is always	☐	☐
10. I am a person who is always	☐	☐
11. I am a person who is always	☐	☐
12. I am a person who is always	☐	☐
13. I am a person who is always	☐	☐
14. I am a person who is always	☐	☐
15. I am a person who is always	☐	☐
16. I am a person who is always	☐	☐
17. I am a person who is always	☐	☐
18. I am a person who is always	☐	☐
19. I am a person who is always	☐	☐
20. I am a person who is always	☐	☐

meaning

For your total number of YES answers, and if it is your age, multiply by 2 and divide by 2.5. If you are confused - you are still OK.

CHANGE

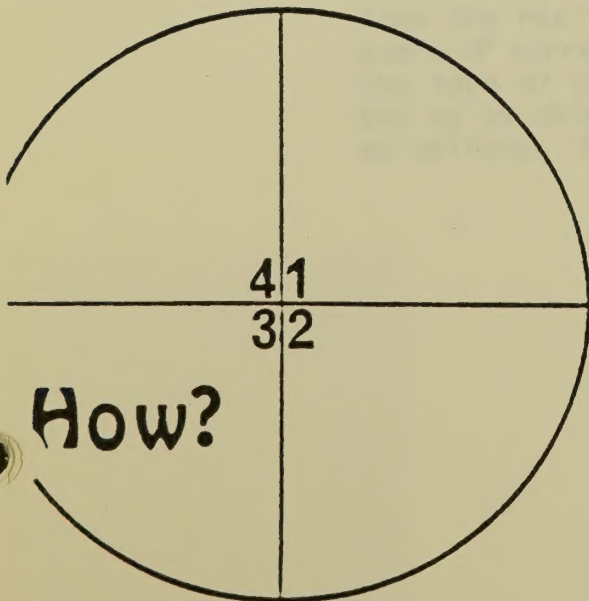
Certain general principles apply to all efforts at personal change. These principles represent the essence of advice and have changed very little in many years. These principles should be applied in whatever way is helpful.

1. Make change a goal. If you try to change everything at once, you will fail. Set a goal, and then work toward it. Do not let the goal be too high, or you will be discouraged.

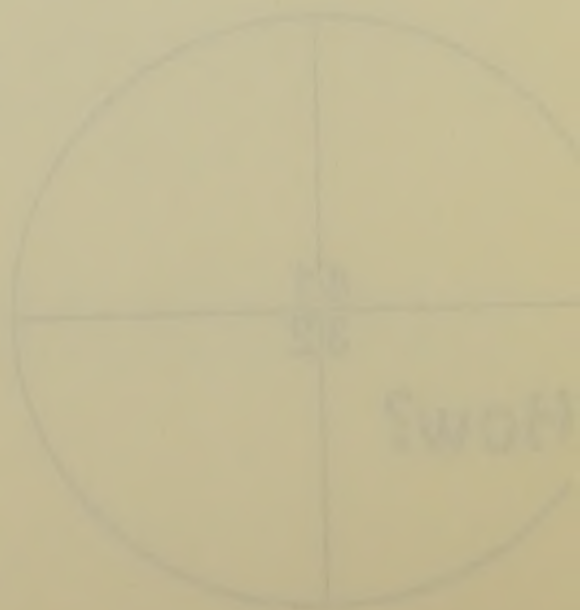
2. Change one thing at a time. Changing several things at once is too much. Pick one thing to change, and then work on it. When you have changed one thing, then change another. This way you will not be overwhelmed. Also, the goal should be realistic. Do not try to change everything at once. Pick one thing to change, and then work on it. When you have changed one thing, then change another. This way you will not be overwhelmed.

3. Set a goal, measure progress, and keep a diary. Set a goal, and then measure your progress. Keep a diary of what you do, and how you feel. This will help you to see how you are doing, and what you need to do to reach your goal.

4. Be realistic. Do not try to change everything at once. Pick one thing to change, and then work on it. When you have changed one thing, then change another. This way you will not be overwhelmed.



CHANGE



GUIDELINES FOR CHANGING

Certain general principles apply to all efforts at personal change. These guidelines represent the experience of people who have changed many aspects of their lives. These guidelines should be applied to everything that follows:

1. Make changes in small steps. If you try to change everything at once, you feel helpless and overwhelmed. Think about what you want to change, and then select a small but significant first step.
2. Change one thing at a time. Changing demands careful attention to one's goals. Few of us have the time or the energy to change several things at once. Also, the good feelings and success we achieve in one area are fuel for the next hurdle. Thinking of your entire change program as a ladder, which starts with the easiest steps and then builds to more (for you) difficult changes and tasks, is useful. Begin with the types of change you are most likely to be able to make, or which you expect to be the most pleasurable for you, and use what you learn about yourself to help you later scale the more difficult heights.
3. Have clear, concrete, specific goals. Telling yourself your want to, for example, deal better with stress is vague and confusing. What does it mean? Give yourself a clear concrete vision of what you want to achieve. List the specifics of what you want to change.
4. Be aware of how you are when you begin. Our general ideas of how we react to stress, for example, may be quite different from the reality. Before we begin to change, we need to be aware of current patterns. We do this by keeping a record of the type of behaviour we wish to change. We may not be as bad as we think, or we may have an even greater problem than we believe. Either way, it is important to know.

QUESTIONS FOR DISCUSSION

Consider the general principles which apply to all efforts at business change. These principles represent the consensus of people who have changed many aspects of their lives. These principles, which are listed below, are the result of their experience.

1. Make changes in small steps. If you try to change everything at once, you will be overwhelmed. To be sure, you want to change, and that is a good thing. But you must start with small steps.

2. Change one thing at a time. Changing business habits is not a quick process. You will have to live with the change for some time. If you try to change everything at once, you will be overwhelmed. To be sure, you want to change, and that is a good thing. But you must start with small steps.

3. Have a plan. Before you start, you must have a plan. This plan should be written down. It should be a clear statement of what you want to achieve. It should be a statement of what you want to change.

4. Be aware of how you are being used. Our society is full of people who are being used. They are being used by the government, by the business world, by the media, and by the people themselves. They are being used in many ways, and they are being used for many purposes. They are being used to make money, to make power, and to make a better life for themselves.

5. Offer rewards. We love to get presents, and if we offer ourselves rewards each time we meet a goal, we will be more likely to feel good about ourselves and persevere. Being nice to ourselves is what self-renewal is all about.
6. Find a support person. It's far easier to change if you have someone on the sidelines cheering for you, or if you have someone doing the same things alongside you. It is hard for a single member of a family to change any habit if the others are not encouraging and supportive. The most effective change program is one where you have a buddy whose job is to encourage you, check up on you, and share activities with you. If your buddy is trying to make similar changes in his/her life, the partnership is even better.
7. Expect failures and relapses. We all experience failure. But failure is a matter of degree. If you don't exercise for a few weeks, or neglect your projected tasks on a weekend, that is not failure. Change is always a matter of ups and downs, not a smooth course. You can help yourself by expecting to encounter difficulty and have relapses. You can help yourself by planning days off on, say, weekends, or by simply picking yourself up if you have veered from your plan and getting back on course. Soon a slight relapse will not divert you from your overall goal, and you will find that flexibility does not cause you to lose sight of, or your ability to achieve, your goals.
8. Use positive imagery and self-talk. You can encourage or discourage yourself by the way you talk and think. We are always talking to ourselves, and in a positive peak performance program we need to give ourselves a constant diet of positive suggestions and encouragement, and continually imagine how we will feel, look, and act when we are healthy. This includes the use of positive mental imagery as a way of programming our mental attitudes, which in turn are linked to habitual behaviour. Don't demean, punish, or put yourself down for not doing something.

1. The first thing I noticed when I stepped out of the plane was the fresh air. It felt like I had been in a bubble for the last few days. The sun was shining brightly, and the birds were singing. It was a beautiful sight, and I felt like I had been reborn.

2. The second thing I noticed was the smell of the earth. It was a rich, dark smell, like the soil of a garden. It was a smell I had never before, and it made me feel like I was in a new world. The trees were tall and green, and the water was clear and blue. It was a beautiful sight, and I felt like I had been reborn.

3. The third thing I noticed was the sound of the water. It was a gentle, rhythmic sound, like the waves of a beach. It was a sound I had never before, and it made me feel like I was in a new world. The trees were tall and green, and the water was clear and blue. It was a beautiful sight, and I felt like I had been reborn.

4. The fourth thing I noticed was the feeling of the sun. It was a warm, golden feeling, like the rays of a setting sun. It was a feeling I had never before, and it made me feel like I was in a new world. The trees were tall and green, and the water was clear and blue. It was a beautiful sight, and I felt like I had been reborn.

WHAT IT TAKES TO HELP ANOTHER GROW

(by Carl Rogers)

1. Be congruent and aware of own feelings
2. Express these honest feelings openly and directly
3. Let oneself have positive feelings toward the other
4. Remain separate - let the other be independent of you
5. Be empathic
6. Accept the other as is
7. Avoid being threatening to the other
8. Avoid evaluation and judgment
9. See the other as "in process" - becoming

STAGES OF GRIEF

(by Carl Rogers)

1. Be congruent and aware of own feelings
2. Express these honest feelings openly and directly
3. Let oneself have positive feelings toward the other
4. Remain separate - let the other be independent of you
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SKILLS FOR MANAGING CHANGE

PROBLEM SOLVING

- SYSTEMATIC APPROACH

DECISION MAKING

- REACT QUICKLY AND EFFECTIVELY

PLANNING

- MANAGE THE FUTURE

INNOVATION

- MAKE CHANGE HAPPEN WITH NEW IDEAS

EMPLOYEE PARTICIPATION

- CRITICAL THINKING AND COMMUNICATION

MANAGING CHANGE

PROBLEM SOLVING

* SYSTEMATIC APPROACH

DECISION MAKING

* REACT QUICKLY AND EFFECTIVELY

PLANNING

* MANAGE THE FUTURE

INNOVATION

* MAKE CHANGE HAPPEN WITH NEW IDEAS

EMPLOYEE PARTICIPATION

* CRITICAL THINKING AND COMMUNICATION

ARTFUL MANAGEMENT

EFFECTIVE LEADERSHIP FOR CHANGE

What can be done to overcome resistance to change?

- ☆ Know yourself, your staff and the situation
- ☆ Provide a positive caring climate
- ☆ Have a plan
- ☆ Be clear about goals in the process of the change
- ☆ Set a few clear priorities and put energy into them
- ☆ Ensure participation before the change takes place
 - by representation
 - through total participation
 - by feedback
- ☆ Be empathetic, a good listener and a good observer
- ☆ Reduce the amount of strain for each worker by providing proper training to increase knowledge and improve skills
- ☆ Persuade and encourage individuals to try out small chunks of the change as they are ready and able
- ☆ Be an enthusiastic and positive example
- ☆ Provide the necessary resources, materials and time

INTERPERSONAL COMPETENCE

- **Self-insight**—a sense of one's own identity
- **Cross-cultural sensitivity**—the ability to decipher other people's values
- **Cultural/moral humility**—the ability to see one's own values as not necessarily better or worse than another's values
- **A proactive problem-solving orientation**—the conviction that interpersonal and cross-cultural problems can be solved
- **Personal flexibility**—the ability to adopt different responses and approaches relevant to the particular situation
- **Negotiation skills**—the ability to explore differences creatively and locate common ground to solve problems
- **Interpersonal and cross-cultural tact**—the ability to solve problems without insulting people, demeaning them, or destroying their "face"
- **Repair strategies and skills**—the ability to resurrect, to revitalize, and rebuild damaged or broken face-to-face relationships
- **Patience**—mutual trust, active listening, appropriate levels of participation and a constructive posture

Edgar H. Schein
"Improving Face-to-Face Relationships"
Sloan Management Review (Winter 1981)

To let go does not mean to stop caring,
it means I can't do it for someone else.

To let go is not to cut myself off,
it's the realization I can't control another.

To let go is not to enable,
but to allow learning from natural consequences.

To let go is to admit powerlessness,
which means the outcome is not in my hands.

To let go is not to try to change or blame another,
it's to make the most of myself.

To let go is not to care for,
but to care about.

To let go is not to fix,
but to be supportive.

To let go is not to judge,
but allow another to be a human being.

To let go is not to be in the middle arranging all the outcomes,
but to allow others to affect their own destinies.

To let go is not to be protective,
it's to permit another to face reality.

To let go is not to deny,
but to accept.

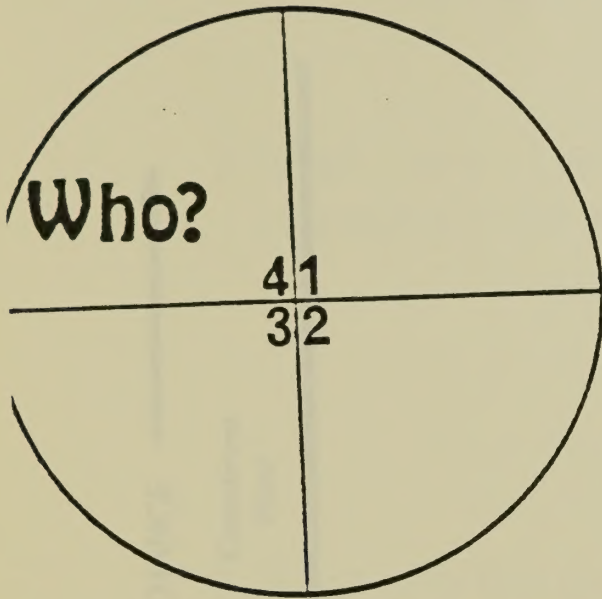
To let go is not to nag, scold or argue,
but instead to search out shortcomings and correct them.

To let go is not to adjust everything to my own desires,
but to take each day as it comes and cherish myself in it.

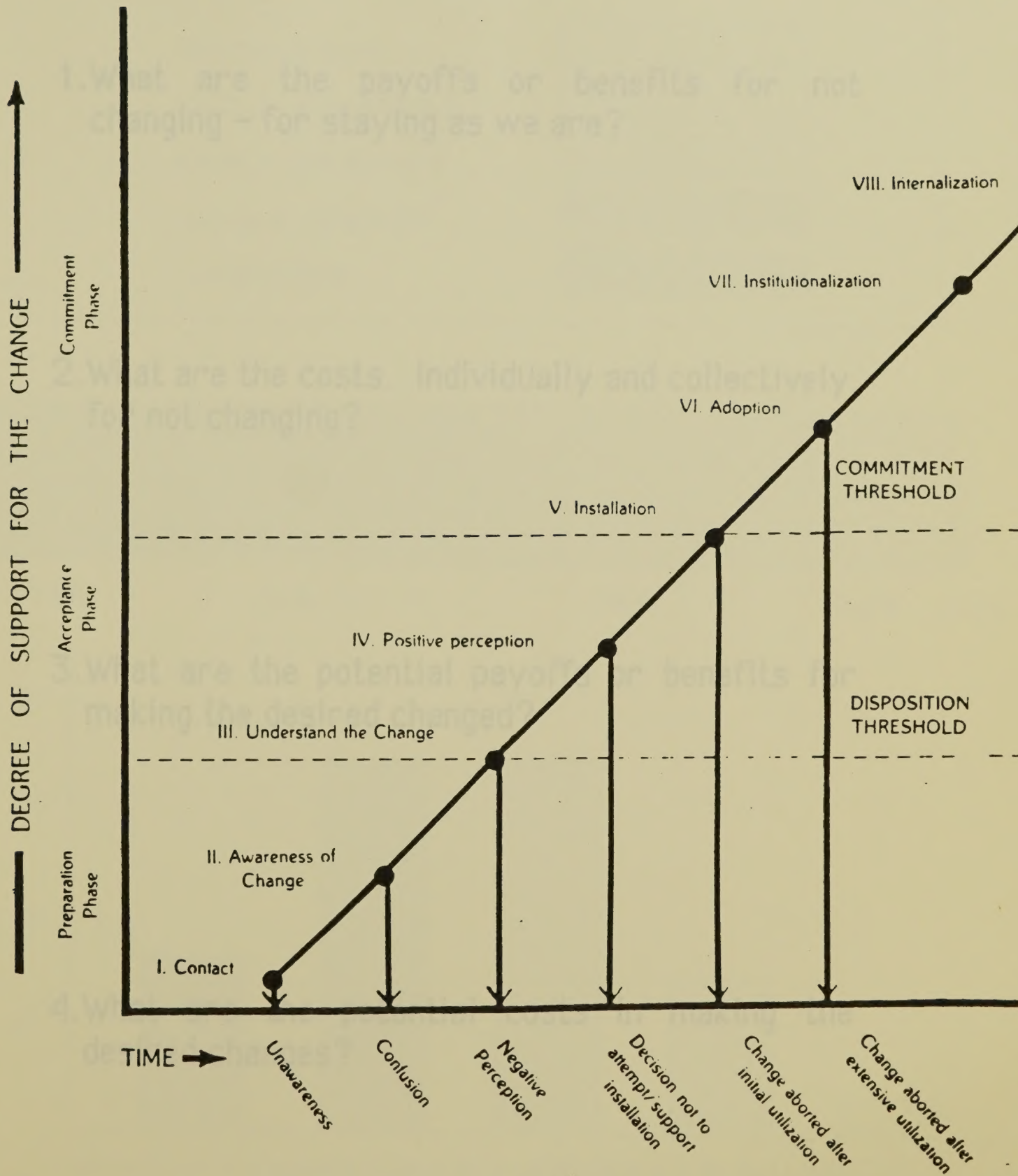
To let go is not to regret the past,
but to grow and live for the future.

To let go is to fear less and love more.

CHANGE



Stages of Change Commitment



PAYOFFS/COSTS ANALYSIS

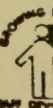
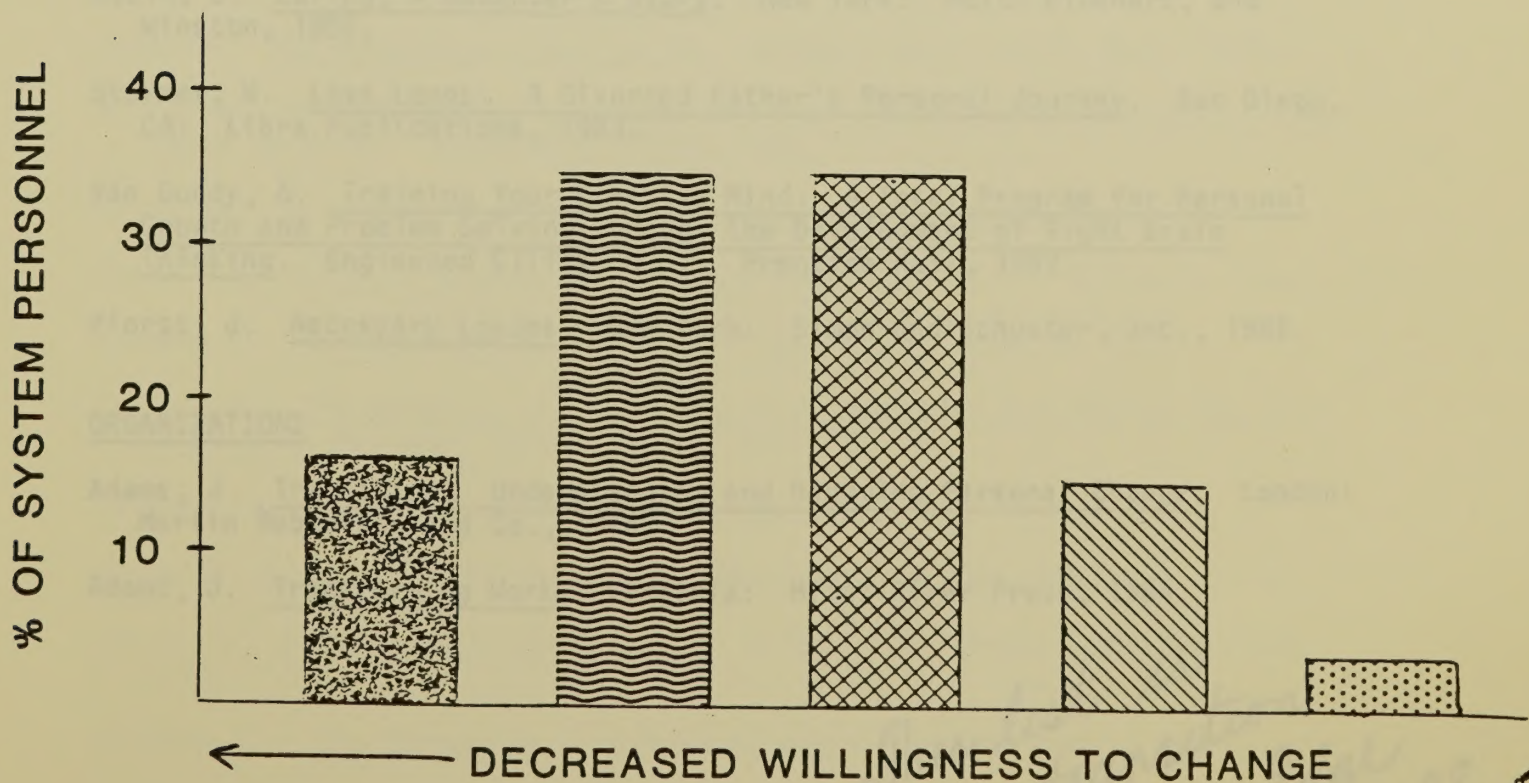
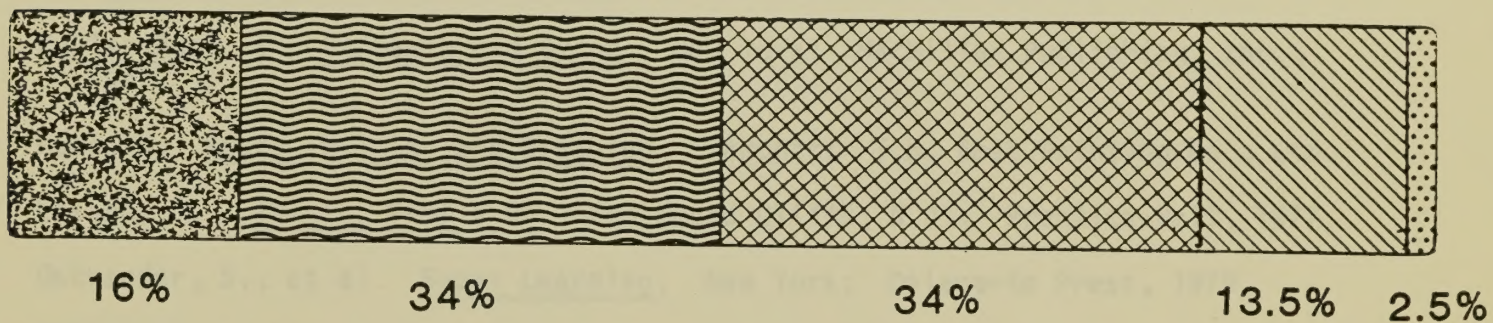
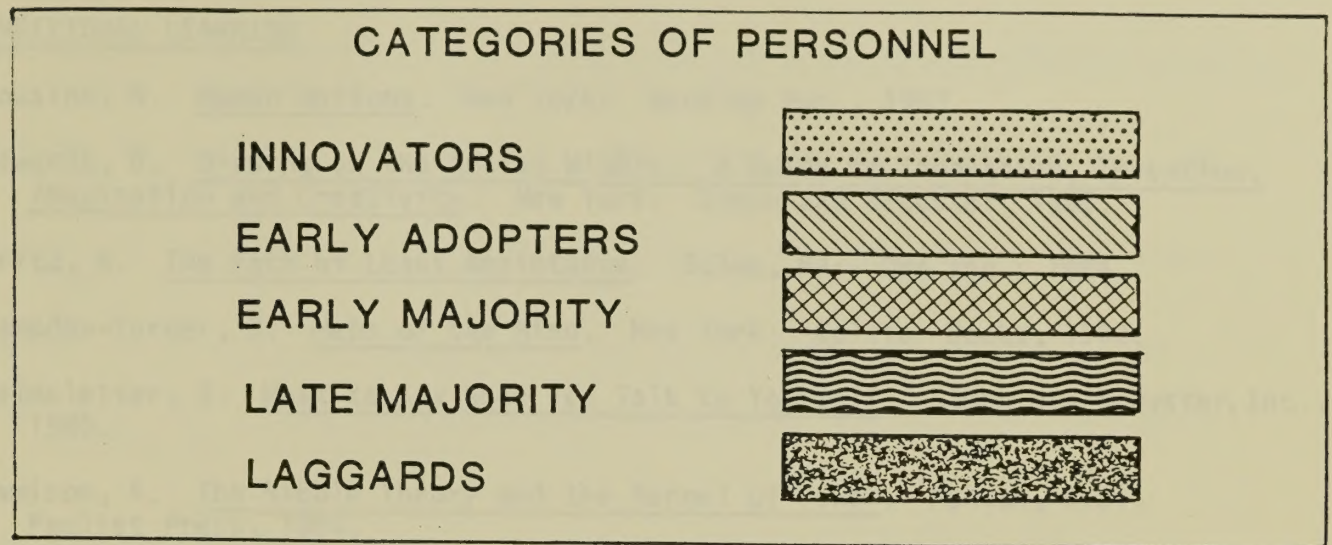
1. What are the payoffs or benefits for not changing - for staying as we are?

2. What are the costs. Individually and collectively, for not changing?

3. What are the potential payoffs or benefits for making the desired change?

4. What are the potential costs in making the desired changes?

ADOPTION OF CHANGES IN SYSTEMS



CHANGE READING LIST

INDIVIDUAL LEARNING

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*This list is
in transition
M. Edge
Jan '88*

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IF I HAD MY LIFE TO LIVE OVER

Nadine Stair - 85 year old

Louisville, Kentucky

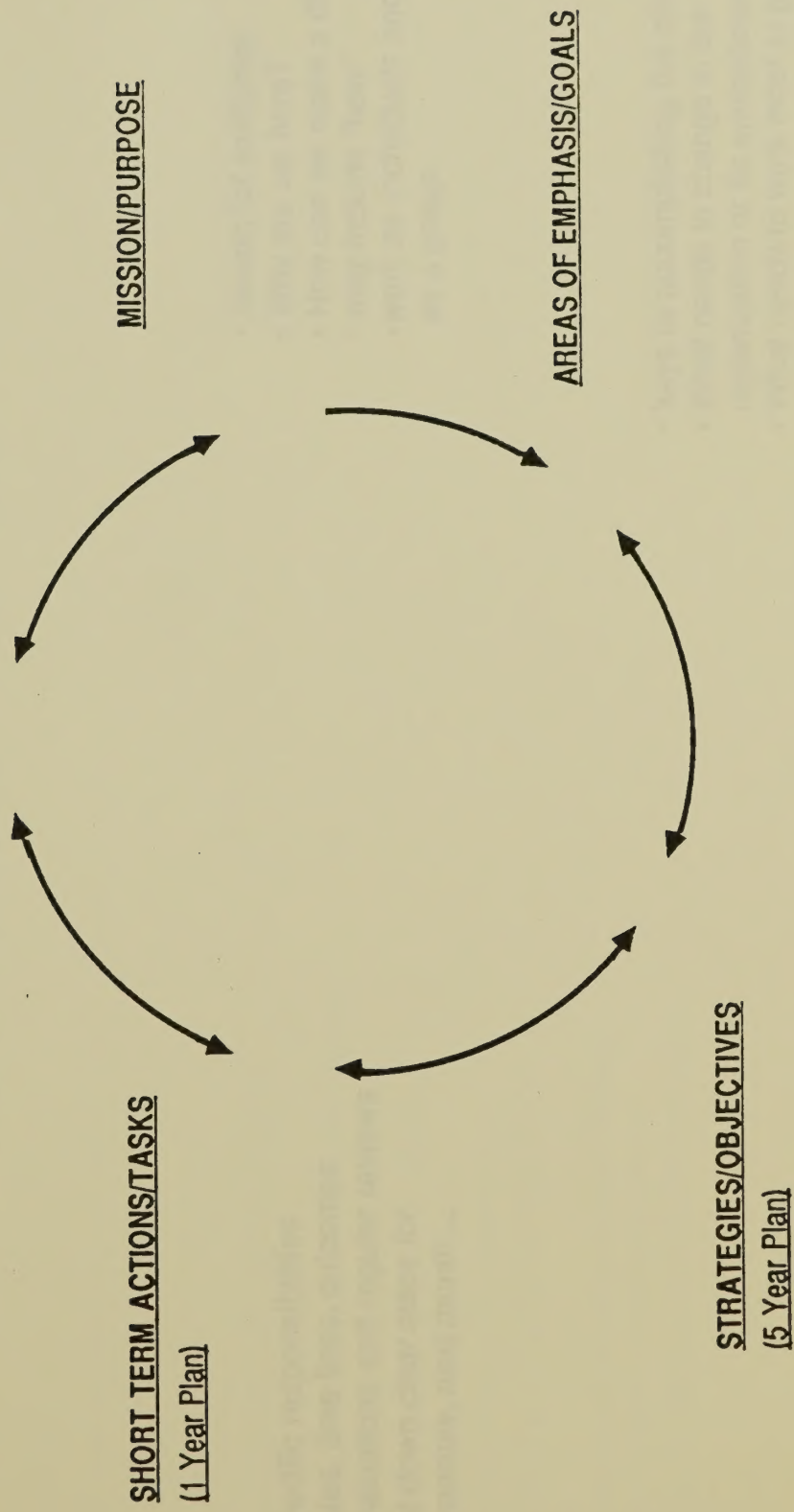
I'd dare make more mistakes next time.
I'd relax, I would limber up, I would be sillier
than I have been this trip.
I would take fewer things seriously.
I would take more trips.
I would climb more mountains, swim more rivers.
I would eat more ice cream and less beans.
I would perhaps have more actual troubles but,
I'd have fewer imaginary ones.

You see, I'm one of these people who live sensibly
and sanely hour after hour,
day after day, oh, I've had my moments and if
I had it to do over again,
I'd rather have more of them.
In fact, I'd try to have nothing else.
Just moments, one after another instead of living so
many years ahead of each day.
I've been one of those persons who never goes
anywhere without a thermometer,
a hot water bottle, a raincoat, a parachute.
If I had to do over again
I would travel lighter than I have.

If I had my life to live over, I would start barefoot
earlier in the Spring and stay that way later in the Fall.
I would go to more dances.
I would ride more merry-go-rounds.
I would pick more daisies.

LONG RANGE PLANNING

SITUATIONAL ANALYSIS



- recent past (2-3 years)
- present
- future (ideal and predicted)
- look at the environment thoroughly

}

- keep doing
- stop doing
- start doing

- specific responsibilities
- dates, time lines, outcomes
- evaluations and regular reviews
- set down clear steps for tomorrow, next month ...

- reason for existence
- Why are we here?
- How can we make a difference?
- may include "how"
- work as individuals and/or as a group

- keys to accomplishing the mission
- What needs to change in the organization or its environment?
- What needs to work most to get us where we want to go?
- refer to situation data and mission

- block of effort, major ideas
- directions arranged in a time line
- plans to move towards areas of emphasis
- select and prioritize 5 or 6

- Officials initiate plans and directions
- Reports from officials with background and recommendations
- Concern by trustees because of lack of involvement
- Development Committee direct role in planning
- Collaborative Planning model between trustees and officials

- Through planning and encouragement support new and innovative programs in our organization

- Set up a workshop for trustees and officials for the April 7 meeting
- Assign a sub-committee to develop a draft planning document for the Development Committee.
- Arrange for an expert futurist to address the trustees and officials on May 5
- Invite George Radwanski to address an "educational forum" at the Education Centre in May
- Invite representatives from the Social Planning Council, Chambers of Commerce, etc., to meetings to discuss current and future directions.

- To adopt the principle of long range trustee/official planning for new and innovative programs
- To develop a model to facilitate long range planning
- To set up an information network to ensure current information is available from educational community and labour sources

- Encourage trustees and officials to pursue the mandate of the Development Committee through a long range planning model
- Review the current issues in our community, the Province and beyond
- Develop a set of procedures to gain information on the issues that must be addressed
- Develop a priority listing for dealing with these issues

MAY, 1988.

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1988

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MAY 18 1988

GOVERNMENT DOCUMENTS

DEVELOPMENT COMMITTEE



MINUTES OF THE
DEVELOPMENT COMMITTEE

1988 05 05

Present: Margaret Cunningham (Chairman);
Trustees Allen, Barker, Vine and Van Horne.

Also Trustees Clarke, Deans, Desmarais, Detwiler, McMurrich,
Present: Paquin and Whiteman.

Not
Present: Trustees Baskin and Kennedy.

Officials Present: A. J. Krever (Director of Education and Secretary)
K. A. Rielly (Associate Director of Education)
P. Beveridge (Superintendent of Curriculum, Special & Educational Services
(designate))
J. Forrester (Superintendent of Schools- Area One)
A. Stockwell (Superintendent of Schools - Area Three)
P. Shewfelt (Manager, Accounting and Budget)
G. Rappolt (Assistant Superintendent of Curriculum)
J. Binns (Supervisor - Family Studies)
R. Binns (Supervisor - Science Education)
L. Sproule-Jones (Affirmative Action Co-ordinator)

GENERAL

NEW BUSINESS:

Guest Speakers -
Bill Mitchell -
Ontario Ministry of
Education - Futures
In Ontario

Miss Cunningham introduced Mr. Bill Mitchell from the
Ministry of Education.

Mr. Mitchell thanked the Chairman and proceeded to
present, with overheads, an in-service session on future
conditions and strategic options for the support of
learning in Ontario.

Tony Busseri - Manager,
Canada Employment Centre
"The Hamilton Scenario"

Miss Cunningham thanked Mr. Mitchell for his presentation
and then introduced Mr. Tony Busseri, Manager of the
Canada Employment Centre who presented an in-service
session on the "Hamilton Scenario". (see attachments)

Miss Cunningham thanked Mr. Busseri for his presentation.

The members of the committee questioned Mr. Mitchell and
Mr. Busseri on what the Board of Education can do to
recognize economic needs in the City of Hamilton.

Lengthy discussion followed regarding how the Board can
contact community agencies such as the Employment Centre,
the Ministry of Education, etc... and make an effort to
work together to address the needs and provide the
education to meet those needs.

The first of the three main points is that the government should do more to support the private sector.

The second point is that the government should do more to support the public sector.

The third point is that the government should do more to support the social sector.

The fourth point is that the government should do more to support the environment.

The fifth point is that the government should do more to support the education sector.

The sixth point is that the government should do more to support the health sector.

The seventh point is that the government should do more to support the housing sector.

The eighth point is that the government should do more to support the transport sector.

The ninth point is that the government should do more to support the energy sector.

The tenth point is that the government should do more to support the water sector.

The eleventh point is that the government should do more to support the telecommunications sector.

The twelfth point is that the government should do more to support the media sector.

The thirteenth point is that the government should do more to support the arts and culture sector.

The fourteenth point is that the government should do more to support the sports and recreation sector.

The fifteenth point is that the government should do more to support the tourism sector.

The sixteenth point is that the government should do more to support the international trade sector.

The seventeenth point is that the government should do more to support the foreign aid sector.

Mr. Mitchell further suggested contacting speakers from private industry such as Barry Boden, President of Iridon Industries, to present in-service sessions to the Board. There are also people at the oil companies such as Exxon who are trained to give these type of workshops to assist Boards of Education in developing strategies that will meet the needs of Hamilton's future economy.

In answer to Mrs. Vine's questions regarding the low unemployment rate and the number of people working part-time or at low paying jobs, Mr. Busseri replied although there are a lot of low paying jobs in Hamilton, the bigger problem seems to be in filling vacancies for well paying jobs. This may be due to the lack of required skills and the fact that the knowledge of having these skills is not being publicized to the degree they can be.

Mr. Busseri concluded this Board, in conjunction with other agencies, should identify what the jobs are and what are the skills required for these jobs.

Further discussion followed and once again Miss Cunningham thanked Mr. Busseri and Mr. Mitchell for attending this meeting and giving their presentations.

The meeting then adjourned,

READ AND CONFIRMED,

.....
Chairman.

*jep

At present, the only way to
prevent the spread of the disease
is to isolate the infected
individuals and to keep them
in a hospital until they are
completely recovered. It is
very important to keep the
disease from spreading to other
people.

In order to do this, it is
necessary to keep the infected
individuals in a hospital until
they are completely recovered.
It is very important to keep
the disease from spreading to
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The only way to prevent the

spread of the disease is to

isolate the infected individuals

GENERAL EMPLOYMENT OPPORTUNITIES AND TRENDS:

(HAMILTON CANADA EMPLOYMENT CENTRE AREA)

IMPLICATIONS FOR A TRAINING CONTINUUM

INTRODUCTION

The purpose of this presentation is to outline employment opportunities and trends in the Hamilton area and review impact on the labour force, and in particular on older workers, displaced workers and new or re-entrants to the labour market.

OCCUPATIONAL DEMAND TRENDS WITHIN THE MAJOR INDUSTRIAL SECTORS:

MANUFACTURING:

Demands for increased productivity generated by increasing competitiveness (global economy etc.) has resulted in large manufacturing companies making investments in modernized processes and capacity that is structured to reduce man hours, improve the market position, and diminish labour requirements.

Effects of this trend include plant "rationalization" (ie. closures), reduction in unskilled and semi-skilled positions and an increasing demand which is outpacing supply for skilled industrial occupations requiring extensive training. Local impact includes the loss of 3,000 - 4,000 jobs in Hamilton over the last 5 years due to plant closure. In addition, it is estimated that several thousand more jobs have been lost due to workforce reduction by major employers.

On a positive note, new employment is being created by expansion of existing companies as well as the companies coming into the area. For example in 1987, 33 known new employers were established in the Hamilton area creating at least 900 jobs. Many jobs were service-oriented, however a significant number (300) were created by small and medium sized manufacturing companies. These manufacturing jobs were primarily in the semi-skilled, \$7 - \$9/hour range. Finally, continued application of new technology will change the skill requirements of many industrial jobs.

SERVICE SECTOR:

Since 1986 the Service Sector has surpassed manufacturing in capturing the greatest share of the local labour force. A study of the service sector released in December 1986 by the Ontario Ministry of Treasury and Economics predicted that 80% of new jobs created over the next several years would occur in the service sector.

Examples of specific services enjoying substantial growth are the hospitality, accommodation and food and beverage services, health services, business services, personal services, recreational services and childcare services to name a few.

THE CANADIAN MANUFACTURING SECTOR
IN THE 1980S
AN OVERVIEW

INTRODUCTION

The purpose of this presentation is to provide an overview of the Canadian manufacturing sector in the 1980s. It will focus on the major trends and challenges facing the sector, and on the role of government in addressing these issues.

THE CANADIAN MANUFACTURING SECTOR IN THE 1980S

OVERVIEW

During the 1980s, the Canadian manufacturing sector experienced significant changes. The sector's share of GDP declined, and its growth rate slowed. This was due to a combination of factors, including increased competition from abroad, technological change, and a shift in government policy.

One of the major challenges facing the sector was increased competition from abroad. This was particularly true in the case of the automotive and electronics industries. In addition, technological change was leading to a shift in the demand for labor, with a greater emphasis on skilled workers.

Government policy also played a significant role in the sector's performance. In the 1980s, the government implemented a series of measures designed to reduce the size of the public sector and to encourage private investment. These measures included cuts in social spending, increases in the sales tax, and a reduction in the corporate tax rate.

CONCLUSION

Since 1980, the Canadian manufacturing sector has experienced significant challenges. The sector's share of GDP has declined, and its growth rate has slowed. This has been due to a combination of factors, including increased competition from abroad, technological change, and a shift in government policy.

Despite these challenges, the sector remains an important part of the Canadian economy. It provides a source of employment and a source of innovation. In the future, the sector will need to continue to adapt to changing market conditions and to government policy.

Effects of this trend include a proliferation of jobs in lower paid occupations within the hospitality, accommodation, food and beverage occupations (and subsequent shortage of workers) as well as growing demand for higher paid professionals in the Health and Business service occupations.

The retail service industry has continued to experience ongoing growth and produced continuing demand for sales clerks, cashiers and managers. While future growth patterns are difficult to project given the strong affect of a possible future economic downswing, the fact that the age group which supplies much of the labour force for the industry is shrinking suggests continued opportunities in related occupations.

CONSTRUCTION:

In terms of residential construction, in the past three years, low interest rates and high consumer demand have produced massive building activity with corresponding increasing opportunities and worker shortages in the building trades. While the activity is returning to more "normal" levels, the fact that the average age of many tradespersons is approximately 60 suggests there will be continuing opportunities in this sector. Commercial and industrial construction activity has also been brisk and shortage of skilled tradespersons are also evident.

OTHER TRENDS: SMALL BUSINESS, OFFICE TECHNOLOGY, THE ENTREPRENEUR, RETAIL:

A key trend is found in the importance of small business as a source of new jobs. In fact small business, which may be defined as a business with less than 100 employees, has been responsible for creating 9 out of 10 new jobs in the last five years.

This trend has resulted both from an increase in small companies providing services to business, industry or to the public and also the increase in the number of small specialized manufacturing employers.

Results of this trend include increasing demand for clerical workers, particularly for those familiar with office technology. While small business in a manufacturing setting tends to be lower paying than the large manufacturing employer, there can be greater flexibility and more performance related incentives in the smaller company.

With the growth of small business, particularly in the service sector, entrepreneurial skills are increasingly becoming an important requirement for the labour force. Those skills, together with the ability to communicate, problem-solving skills and a team work oriented attitude are increasingly key attributes for success for a variety of occupations in many of the sectors indicated.

Produced By:
Employment Market Advisory
Services
Hamilton Canada Employment Centre
April 1988

For Additional Information Contact:
Andy Korosi
Employment Market Analyst
Hamilton CEC
(416) 572-2398

Labour Force - Long Term Trends - 1976-1986 - Hamilton CMA
(Source: Statistics Canada, 1976 Census, 1986 Census)1. Percentage Change in Composition of Population 15+ By Age Category

	1976-1986
Total Population 15+	+11%
Age 15-24	-15%
25-44	+19%
45+	+14%

2. Percentage Change in Labour Force By Age Category

	1976-1986
Age 15-24	+7.5%
25-44	+38.0%
45+	+12.0%

3. Percentage Composition Of The Unemployed By Age Category

	1976	1986	Variance
Age 15-24	51%	30%	-21%
25-44	31%	40%	+ 9%
45+	18%	20%	+ 2%

(Note: Examining the age group 25-44 in real numbers, there was a 78% increase in the number of unemployed in that age group from 1976 to 1986)

4. Unemployment Rate By Age Category

	1976	1986
Total Population 15+	6.2%	7.0%
Age 15-24	12.4%	12.4%
25-44	4.5%	5.8%
45+	3.5%	4.9%

KEY OBSERVATIONS FROM FACTS 1,2,3 & 4

- (a) Population, Labour Force and Unemployment statistics reflect the aging of the baby boomers and declining birth rate resulting in fewer youth (15-24) and large increases in the other age categories. In absolute terms, while the population (all ages) increased from 529,370 to 557,029 from 1976 to 1986, the 15-24 years age group declined over the same period from 98,785 to 91,420.

Table 1. Summary of the results of the survey of the
fisheries of the Great Lakes, 1949-1950.

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Table 1

1949-1950

1949-1950

1949-1950

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2. Summary of the results of the survey of the fisheries of the Great Lakes, 1949-1950.

Table 2

1949-1950

1949-1950

1949-1950

1949-1950

3. Summary of the results of the survey of the fisheries of the Great Lakes, 1949-1950.

Table 3

1949-1950

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1949-1950

- (b) The increase in the number of unemployed in the 25-44 category (78%) is much greater than the increase in the labour force for that age group (38%) or population as a whole (19%). This suggests that the change has been as a result of more than simple demographics. In addition, while the unemployment rate for youth remains high (12.4%), it remains unchanged while the other age categories experienced increases in the unemployment rate. (Possible explanation - effects of job dislocation due to technological change, workforce reduction, plant closures etc.)

5. Percentage Change In Participation Rate By Selected Group

	1976	1986	Change	1987*
Population 15+	60.6%	66.8%	+6.2%	69.9
Males 15+	77.4%	77.7%	+0.3%	79.6
Females 15+	44.5%	56.6%	+12.1%	60.4
Age 55-64	57.3%	55.9%	-1.4%	**

* = From 1987 Average of Monthly Labour Force Survey

** = Omitted as not statistically reliable

KEY OBSERVATIONS FROM FACT 5

- (a) Women's participation rate continues to increase (This trend is nothing new, however it is important to note the continuation of increasing participation by women in the labour force and there still remains an untapped, albeit shrinking pool of labour.)
- (b) Participation rate for the 55-64 age group has declined. (While a 1.4% may not seem very large, given the generally stable nature of this statistic it is a significant shift and is evidence of increasing numbers of early retirees.)

Comments

These figures indicate the absolute size and demographics of the Hamilton Labour Force in 1987 and should be considered in light of the trends which have been in the various demographics by age and sex.

1987 LABOUR FORCE DATA - HAMILTON CMA
(Source: Statistics Canada, 1987 Labour Force Survey)

Population Age 15 and over	450,900
Size of Labour Force	315,200
Participation Rate	69.9%
Employed	295,400
Unemployed	19,800

COMPOSITION OF LABOUR FORCE

Male	56%	Age	-	15-24	-	20%
Female	44%			25-44	-	52%
				45+	-	28%

1987 AVERAGE UNEMPLOYMENT RATE BY AGE/SEX

Both Sexes	6.3%	Age	-	15-24	-	9.7%
Male	4.7%			25-44	-	6.0%
Female	8.4%			45+	-	*

* - figure not statistically reliable

Comments:

These figures indicate the absolute size and demographics of the Hamilton Labour Force in 1987 and should be considered in light of the trends which have lead to the various proportions by age and sex.

Source: CMA's Demographic Projections

Population and Employment by Age and Sex

1987 Census, Table 1-1, 1987 Census, Table 1-2
 1987 Census, Table 1-3, 1987 Census, Table 1-4

Population age 15 and over	4,000,000
Population age 15 and over	3,900,000
Population age 15 and over	3,800,000
Population age 15 and over	3,700,000
Population age 15 and over	3,600,000

Population and Employment by Age and Sex

Male	2,000,000	19-24	1,000,000
Female	2,000,000	19-24	1,000,000
Male	2,000,000	19-24	1,000,000

Population and Employment by Age and Sex

Male	2,000,000	19-24	1,000,000
Female	2,000,000	19-24	1,000,000
Male	2,000,000	19-24	1,000,000

Population and Employment by Age and Sex

Population

These figures indicate the absolute size and composition of the population in 1987 and should be considered in light of the trends which have taken place in the past few years.

COPS BULLETIN

MAJOR FINDINGS FROM THE CANADIAN OCCUPATIONAL PROJECTION SYSTEM

DEMOGRAPHICS WINTER 1987 ISSUE #2

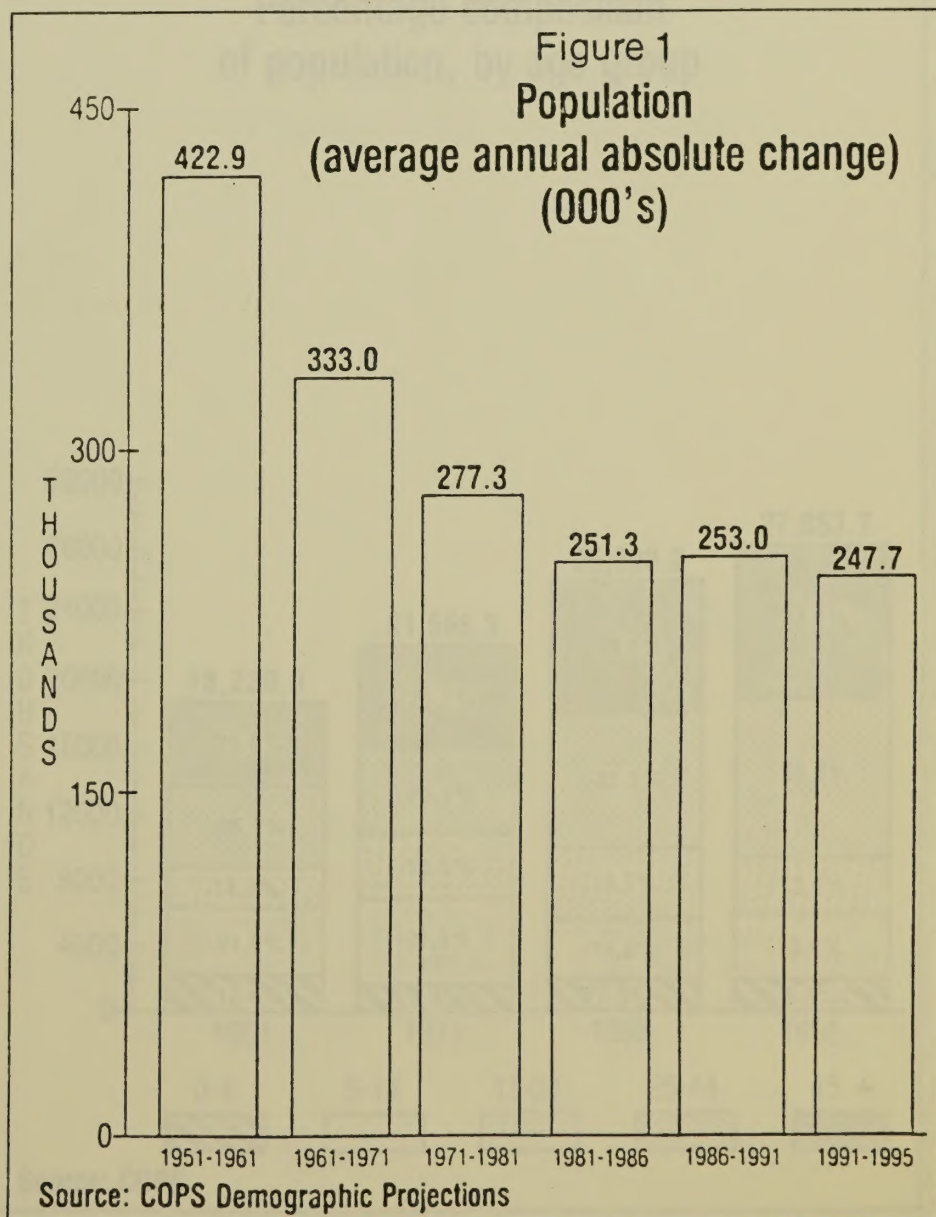
This is the second of a series of Bulletins appearing at regular intervals highlighting major results from the analyses/projections activities of the Canadian Occupational Projection Systems (COPS). COPS is an occupational labour market information and projection system being developed by Employment and Immigration Canada. We will be happy to receive questions, observations or comments concerning the Bulletin or COPS itself.

Introduction

Population projections are essential to any medium-to-long-term outlook for occupational demand and supply. On the one hand, population growth and its structure affect education enrollments and graduations and thus new labour force entrants. On the other hand, the aging of the population and labour force increases the number of deaths and retirements. Population also affects the basic consumption and spending patterns of the economy. This Bulletin briefly examines some of the key population changes anticipated in Canada over the next decade period and some of their expected implications for the labour force.

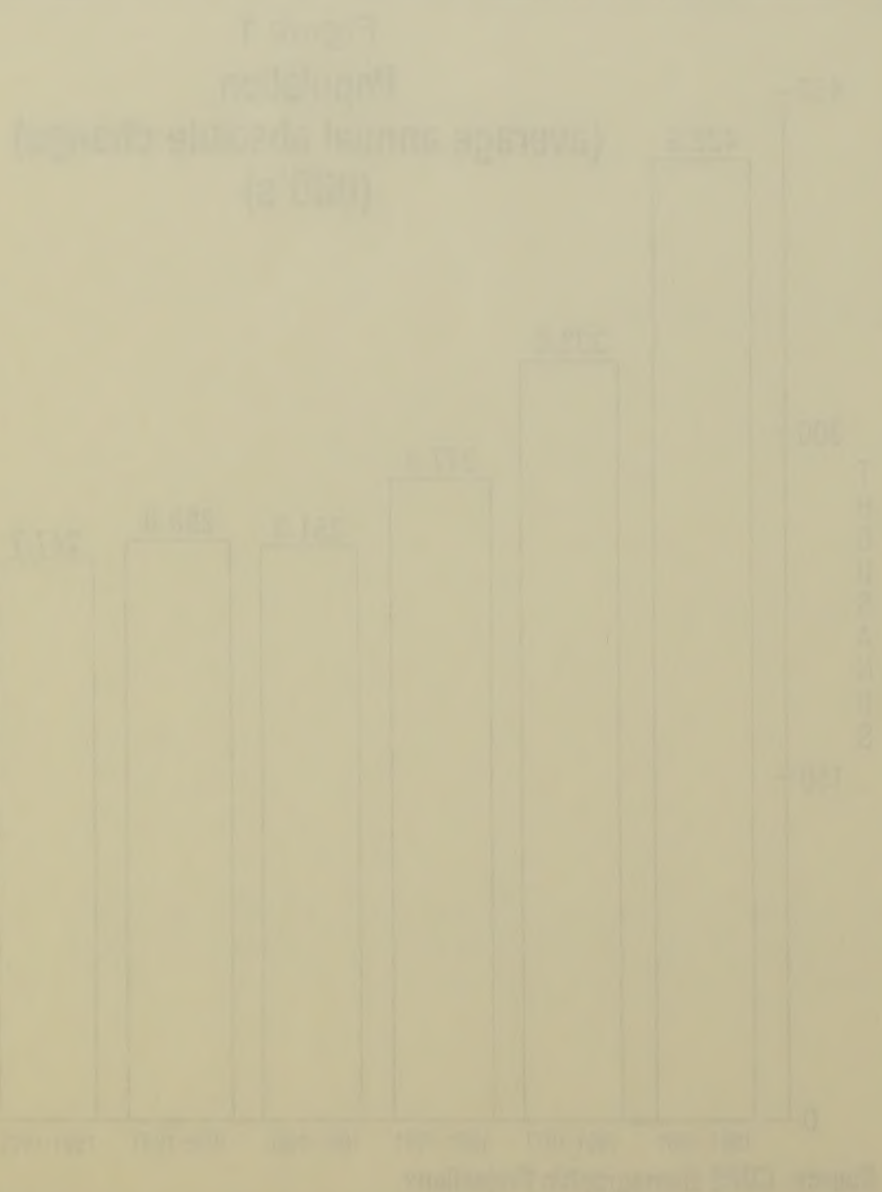
Population — Overall Growth

Between now and 1995, Canada's population will grow more slowly than at any time in the last forty years. Figure 1 shows how, between 1986 and 1995, Canada's population will grow by about 250,000 people per year — an annual rate of 0.9 percent. This is similar to the growth in the 1981-86 period (250,000 people or 1.0 percent per year) but much lower than the growth of



MAJOR TRENDS FROM THE CANADIAN CENSUS ATYPICAL POPULATION SYSTEM

The 1981 census is a landmark in Canadian history. It is the first census to be conducted on a computerized basis. The census is a major source of information on the Canadian population and its characteristics. It provides a basis for the development of public policy and for the planning of social and economic programs. The census is a major source of information on the Canadian population and its characteristics. It provides a basis for the development of public policy and for the planning of social and economic programs. The census is a major source of information on the Canadian population and its characteristics. It provides a basis for the development of public policy and for the planning of social and economic programs.



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Population - Canada

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earlier decades, especially 1951-1961, when growth exceeded 400,000 people per year.

This projected slow population growth will significantly change the country's age structure (Figure 2). By 1995, the Canadian population will be divided into three roughly equal groups — those under 25 years of age, those 25 to 45, and those over 45. This is a major change from 1971, when these age groups' shares of total population were, respectively, 50 percent, 25 percent and 25 percent. The population of 1995 will be decidedly older, on average, than at present.

Educational Impacts

Declining youth population has produced well-documented declines in enrollments at elementary and secondary levels during the last decade. However, despite the decline in the size of the 20-24 year age group between 1981 and 1986, post-secondary enrollments actually increased during these years. This was due both to an increase in the proportion of 20-24 year olds attending post-secondary institutions, as well as increases in the numbers of post-secondary students who were more than 24 years old.

In the 1986-1995 period, the 5-14 year age group is expected to grow slightly, increasing elementary level enrollments. The 15-19 year age group, however, will continue to shrink, taking secondary school enrollments with it. Since the 20-24 year age group will also shrink, increased post-secondary attendance rates will be required if enrollments at this level are to be maintained.

In labour-force terms, of course, it is trends in graduates and others who leave school which are of particular interest. Because graduations lag enrollment changes by about five years, the increases in post-secondary enrollments seen during the 1981-1986 period will be seen as increases in post-

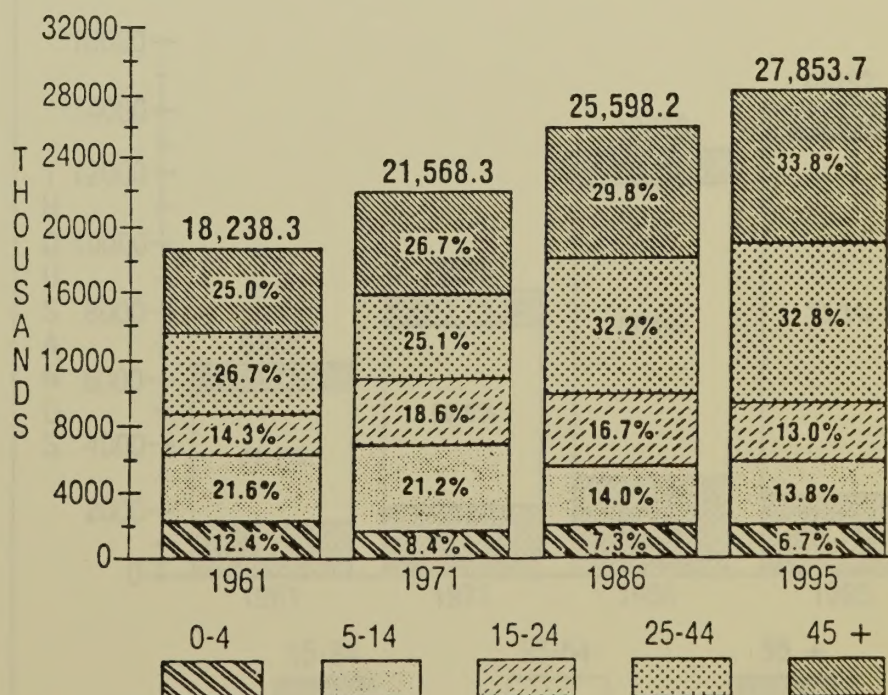
secondary graduates in the 1986-91 period. To the extent that post-secondary enrollments begin to fall off in 1986-91, however, a decrease in post-secondary graduates could follow in 1991-96.

Labour Force Impacts

The aging of the population between now and 1995 will bring with it a similar aging of the labour force. At one extreme, the youth component of the labour force is expected to shrink by 450,000 in this period (Figure 3). At the same time, at the other

extreme, the number of workers over 55 years of age, who are increasingly likely to leave the labour force through death or retirement, will increase by 100,000. These movements, taken together, indicate reduced youth inflow into the labour force and an increased older worker outflow. In fact, if rates of labour force attrition remain as they have, the numbers leaving the labour force could exceed, by an increasing margin, the numbers of school system graduates entering the labour force in the next decade. While this analysis sets aside the other components of

Figure 2
Percentage composition
of population, by age group



Source: COPS

labour force entry and withdrawal, it does illustrate some basic shifts in the Canadian labour force anticipated in this period.

Occupational Impacts

Occupations which have traditionally employed a high proportion of young people are increasingly seeing their labour supplies reduced and are having to recruit from other demographic groups. These youth-intensive occupations include: chefs and cooks, waiters/waitresses, tellers, service station attendants, automobile mechanics, salespersons and various labour categories.

In human resource development terms, firms which traditionally relied on new graduates to help them keep current with technologies may have increasing difficulty recruiting them and may have to turn increasingly towards upgrading their existing employees.

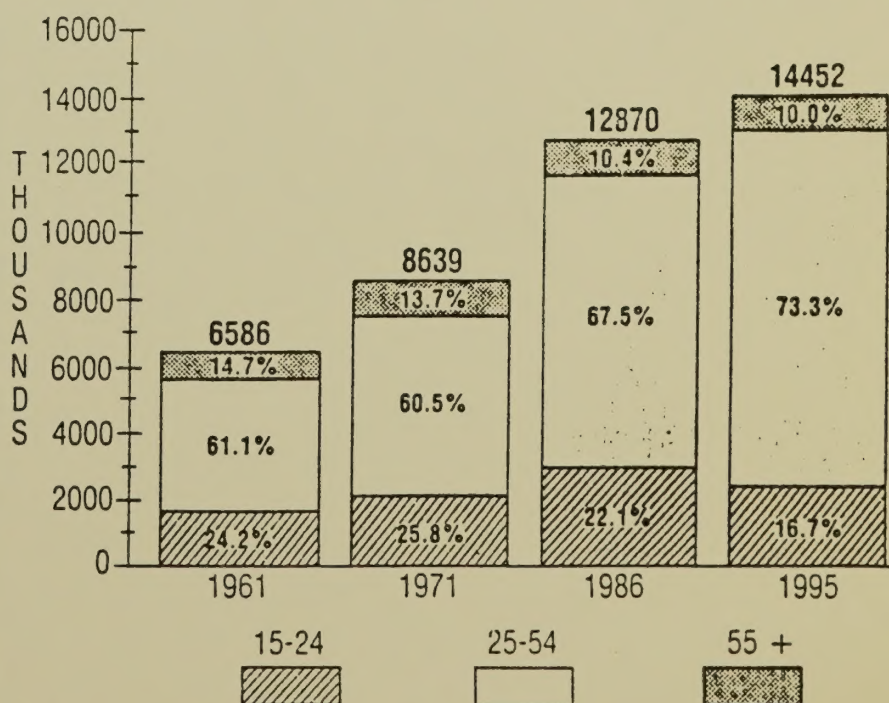
School enrollment trends will also have direct impacts on teacher requirements during the next decade, assuming there are no major changes in student-teacher ratios. Requirements for elementary-level teachers could rise during the period, in response to rising enrollments at this level. The market for secondary school teachers could remain fairly flat, however, while that for post-secondary teachers would depend upon the ability of enrollments to maintain their levels through higher enrollment rates, increasing enrollments of older students and increasing part-time enrollments.

Health occupations represent another group for which demographic changes will have major impacts. Since older persons use health care facilities much more than younger ones, an aging population will apply substantial new pressures on health care and related occupations. To the extent, however, that government health care budgets restrain growth in health occupations,

changes in health care delivery systems may be among the most important results of these emerging pressures.

Finally, an older, more sophisticated population, with higher levels of family disposable income, will have important impacts on overall consumption patterns. Reflecting these, particular growth in cultural, recreation and hospitality service activities (and their associated occupations), is expected.

Figure 3
Percentage composition
of labour force, by age group



Source: Informetrica

For a list of COPS published outputs, or for information on how to access COPS computerized database, contact your nearest CEIC regional economist or the COPS staff at National Headquarters. Their names and address are below:

ADirector General, Labour Market Outlook and Structural Analysis	G. Fletcher	(819) 997-2245
Director, Research and Special Studies	G. Fletcher	(819) 994-7729
Chief, Occupational Studies and Program Linkage	D. Giddings	(819) 997-3493
ADChief, Labour Market Outlook	M. Robertson	(819) 994-4528
Publications Officer	Brenda Warnes	(819) 997-1505

CEIC Regional Economists

Newfoundland	Brendan Kenny	(709) 772-5352
Nova Scotia	Paul McNeill	(902) 426-5180
Prince Edward Island	Pat Johnstone	(902) 892-0211
New Brunswick	Bruce Meyer	(506) 452-3198
Quebec	Francine Bertrand	(514) 283-4644
Ontario	Mel Soucie	(416) 224-4662
Manitoba	Jim Treller	(204) 949-4079
Saskatchewan	Frank Besier	(306) 359-6241
Alberta/Northwest Territories	Kenny Adams	(403) 420-2420
British Columbia/Yukon	Roslyn Kunin	(604) 666-2461

For a full and complete description of the contents of this book, please refer to the "Table of Contents" on page 1.

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MINUTES

URBAN MUNICIPAL

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GOVERNMENT DOCUMENTS

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DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



I N D E X

DEVELOPMENT COMMITTEE

1988 06 02

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Child Care..... 1.

NEW BUSINESS:

1. Long Range Planning Priorities..... 7.

1944

THE UNITED STATES

DEPT. OF WAR

ARMY

OFFICE OF THE ADJUTANT GENERAL

1. Report of the Adjutant General to the War Department

ADJUTANT GENERAL

2. The Adjutant General's Office, War Department

MINUTES OF THE
DEVELOPMENT COMMITTEE

1988 06 02

Present: Bert Allen (Chairman - ProTem);
Trustees Barker, Baskin, Kennedy, Vine and Van Horne.

Also
Present: Trustees Bell, Clarke, Detwiler, Hicks,
and Rogers.

Not
Present: Trustee Cunningham.

Officials Present: A. J. Krever (Director of Education and Secretary)
K. A. Rielly (Associate Director of Education)
C. McKague (Superintendent of Curriculum & Special Services)
P. Beveridge (Superintendent of Curriculum, Special & Educational Services
(designate) ✓
A. Stockwell (Superintendent of Schools - Area Three)
P. Shewfelt (Controller)
G. Rappolt (Assistant Superintendent of Curriculum)
M. Edge (Staff Development Program Leader)
J. Binns (Supervisor - Family Studies)

In the absence of the Chairman, Mr. Rielly called for nominations for Chairman ProTem.

Moved by Mr. Kennedy:

That Trustee Bert Allen be nominated Chairman - ProTem for this meeting of the Development Committee.

Moved by Mrs. Van Horne:

That nominations for Chairman be closed.

CARRIED.

Mr. Kennedy's motion was put to a vote and was CARRIED.

Mr. Allen took the chair and asked for confirmation of the minutes of the last meeting.

Moved by Mrs. Barker:

That the minutes of the last meeting of this committee be approved, as presented to the officials.

CARRIED.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Report from the officials
Re: Child Care

Before discussing the first item on the agenda, Mr. Allen asked for consensus from the committee to discuss the Child Care issue in the Board room and then move into a workshop format in Room 130 for the second item on the agenda. The workshop will be facilitated by Mr. Rielly, Mr. Stockwell and Ms. Edge.

The committee agreed to this suggestion.

Mr. McKague introduced three resource people who worked on the committee preparing the Child Care report; Judi Binns, Bruce Mair and Stephanie Fox and Mr. Allen invited them to sit with the committee members.

Mr. McKague then reviewed the report.

Mr. Kennedy noted A.L.S.B.O. has done a great deal of research in Child Care and although they have not finalized anything yet, they seem to be well on the way.

Mr. Kennedy had a concern regarding the use of surplus accommodation and his chief concern was the Provincial and Federal Governments have been making promises about funds for Day Care. Mr. Kennedy had concerns about this Board getting into Day Care without some commitment for funds from the government. He asked if the Day Care Centres of this Board could eventually cover their own cost.

Mrs. Binns replied yes the centres can be solvent. It may take approximately 2 to 3 months but if they continue to operate after that, they will be self-supporting.

Mrs. Baskin asked if there was a specific person assigned to the overall area of Child Care. She felt there needed to be a specific person co-ordinating this and she asked where would this responsibility lie?

Mr. McKague replied this has not been discussed because it was felt before the committee got too far into this issue it had to find out what kind of support there is from the Board itself in establishing a policy. If it is decided that support staff is needed, then such a person could be assigned to this position.

GENERAL

MINUTES OF THE MEETING OF THE BOARD

Report from the officials
of the Board

Before discussing the first item on the agenda, Mr. Allen asked for comments from the committee to discuss the Child Care issue in the Board room and then move into a working session in Room 110 for the second item on the agenda. The meeting will be facilitated by Mr. Smith, Mr. Stachurski and Mr. Edgar.

The committee agreed to this suggestion.

Mr. McKague introduced three resource people who worked on the committee regarding the Child Care report: Joan Smith, Bruce Smith and Stephanie Lee. Mr. Allen invited them to sit with the committee members.

Mr. McKague then reviewed the report.

Mr. Kennedy noted A.L.S.U. has done a great deal of research in Child Care and although they have not finalized anything yet, they seem to be well on the way.

Mr. Kennedy had a comment regarding the use of multiple accreditation and was that concern was the Provincial and Federal Government have been making progress about funds for Day Care. Mr. Kennedy had comments about this board getting into Day Care without some commitment for the future. He asked if the Day Care Committee of this board could eventually cover their own costs.

Mr. Smith replied yes the committee would be involved. It was taken approximately 2 to 3 months but if they continue to operate after that, they will be self-supporting.

Mr. Harkin asked if there was a specific person assigned to the overall area of Child Care. She felt there needed to be a specific person co-ordinating this and she asked where would this responsibility lie?

Mr. McKague replied this has not been discussed because it was felt before the committee got far into this issue it had to find out what kind of support there is from the Board itself in establishing a policy. If it is decided that support staff is needed, then such a person could be assigned to this position.

Canon Rogers supported the report and felt it was important that discussions take place regarding someone co-ordinating this activity. Canon Rogers asked if any of the committee members who prepared this report could comment on the Niagara South program. There has been a great deal of co-operation from the Day Care Centres, Niagara South Board of Education and COMSOC for their day care program.

Mrs. Binns stated she & Mr. McKague visited the Niagara South Board of Education and one of the distinguishing characteristics of that program was that the primary alternative program runs parallel to the Junior Kindergarten Program. Under that auspices, the Niagara South Board of Education links their pre-school age children to their primary grades.

Referring back to Mr. Kennedy's comments regarding funding, Mrs. Binns stated Hamilton could get "start up" grants as well as Capital Grant assistance.

Canon Rogers pointed out some of the funds that have recently been put forth can only be used for the renovations of school space to make it possible to operate half-day and full day centres.

Canon Rogers concluded the Hamilton Board of Education should be in the forefront in this Province and take an active part in providing quality day care along with Junior Kindergarten and such services. The Board should fulfill the three points as outlined on the front page of the report and he hoped this was a new way for the Board to provide early education to a group of many children who need this support with the co-operation of the two ministries.

Miss Detwiler had concerns regarding the cost factor and she asked if the present day care centres, for example the Hill Park Lambs Centre, are solvent or is someone financing them?

Mrs. Binns replied the money granted from COMSOC for Hill Park has been paid to the corporation. The grants were increased when the renovations were necessary. The fees that parents pay, either total or subsidized are now sufficient to have made the Hill Park operation solvent.

From Rogers suggested the report and that it was important that the committee take into account the views of the public in this matter. From Rogers stated it was of the committee's business to prepare this report and to present it to the public. There has been a great deal of discussion from the City Council, the State Board of Education and the State Board of Health for their part in the matter.

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From Rogers stated the committee would be of the committee and one of the committee members of the committee. Rogers stated that the committee would be of the committee and one of the committee members of the committee.

Mrs. Clarke agreed with Mr. Kennedy that ALSBO has prepared a paper and it is in its draft form. There has been concern that education cannot bear these costs and Boards of Education can do better if it is done properly. The ALSBO committee is interested in seeing that the Governments look after Child Care properly and work co-operatively. Mrs. Clarke also understood there may be grant monies available for a co-ordinator's salary.

Mrs. Binns stated there has been solid co-operation with the regional government and COMSOC. Whenever a need has been indicated, it has been provided. There have been immediate responses from program advisors whenever a subsidy is needed and arrangements are made for assessment on site to save the parents the effort of having to go to the Regional office.

The co-operation is there and to date there have been no problems in this Region that appear to be in others.

Mrs. Bell stated she was aware of the need and is in support of whatever this Board can do for Child Care. She then asked for clarification about the grant for a co-ordinator's salary and is it possible for this Board to qualify?

Mr. McKague replied there has been no commitment on the part of COMSOC to pay the salary of a co-ordinator. COMSOC will only provide funds for renovations, start up expenses, furniture and equipment.

Regarding point #3 on page 1 of the agenda, Mrs. Bell asked if the officials have a "game plan" in mind.

Mr. McKague replied no because it is a relatively new initiative in co-operation with the two Ministries. The Hamilton Board should be investigating every avenue of funding as far as initiatives are concerned.

Mrs. Bell asked if the officials have started their investigation and if so what progress has been made.

Mr. McKague replied nothing has been done because the matter of policy needs to be dealt with first.

Mr. Clark agreed with Mr. Rogers that the
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a different manner.

Mrs. Baskin suggested pulling together all existing policies on child care needs and activities; for example, before and after school activities, the use of available space for these programs, etc... and come up with one policy. It is essential that this program resides someplace and someone be in charge of this program who will use a little initiative.

Mrs. Baskin concluded the accommodation committee knows what space is available and how day care could be tied into the new elementary school being built.

Canon Rogers stated the members have to realize that Day Care Funds are from all three levels of government and our own regional government has to participate with the other two levels. In many cases, there are not sufficient funds to provide a staffing component; however, Canon Rogers believed as soon as the Board gets involved, its influence could have an affect on COMSOC and the Ministry of Education to improve that situation and overcome some problems for the staffing component. Canon Rogers concluded he hoped some type of policy can be prepared from the discussion taking place at this meeting.

Miss Detwiler recalled the Board linking with industry in secondary school partnerships and this may be one avenue to consider using these types of programs for day care.

Mr. Krever agreed that one of the more meaningful aspects that came out of this Board was the Adopt-A-School program. There is space in the secondary schools and there is no reason why the Board cannot provide the space for day care.

Mr. Kennedy asked if Mrs. Binns had any ideas for geographic locations for day care and if they have to be neighbourhood schools or could they be larger schools?

Mrs. Binns replied the amount of space available may sometime be the prime determinant as to where a location is made. There are several other factors that also need to be considered; i.e. the type of clientele such as a secondary school adult student, travel inconveniences, etc...

There are a few schools that have indicated an interest particularly in the north and east end of the city and needs have been identified for those areas.

The Board suggested that the Board should be given the authority to make decisions on the use of the Board's funds for the purpose of the Board's work. The Board agreed to this suggestion and the Board's work should be given the same priority as the Board's work.

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Mr. Kennedy felt this should be an objective of the accommodation report and it should make certain if there are empty schools, then the possibility of opening day care centres are considered for these schools.

Mr. Krever stated using empty schools is fine but attaching a program to an existing secondary school would benefit both the day care students and the secondary students.

Mr. Kennedy felt this may limit the number of day care students this Board can take and felt we should get into this in a bigger way than just using existing spaces.

Mr. Krever clarified his preference would be to have them in an existing school rather than in closed buildings.

Mrs. Vine agreed there is a problem with accommodation and this Board cannot "future gaze" very much. Accommodation will have to be looked at seriously.

Mrs. Van Horne stated if the Board goes anywhere with this it will have to be with a policy. There are other Boards that have policies or guidelines and she was quite sure Mr. McKague and Mrs. Binns have seen these. Mrs. Van Horne suggested looking at what this Board has in the way of policies, what other Boards have and combine these with the comments made at this meeting. Perhaps administration could be asked to come up with a draft policy that would enable the Trustees to review whether the Board needs to get on with point numbers 2 and 3 on page 1 of the agenda. If Mr. Krever is saying it is much more desirable to have day care centres attached then this has to be considered.

Mr. Whiteman asked what is the Separate School Board doing now that the Hamilton Board is not.

Mrs. Binns replied, drawing on information from the media, there is some indication that the Separate School Board is going to initiate a pilot program in three areas; one for elementary before and after school care, one for adult education and one for a family studies learning centre. The Separate School Board is just embarking on its first venture.

Moved by Mrs. Van Horne:

That administration review existing policies of the Hamilton Board of Education and other Boards of Education and come back to the Development Committee with a draft policy regarding Day Care and consideration of appointing a Day Care Co-ordinator and under what auspices would be the responsibility of Day Care programs.

Mr. Whiteman asked if an inquiry could be sent to clarify the salary of the co-ordinator and if there are funds available.

Mr. Allen agreed this will be taken into consideration.

Mrs. Van Horne's motion was put to a vote and was CARRIED.

NEW BUSINESS:

Long Range Planning Priorities

The committee then adjourned and reconvened in Room 130 for a workshop session to review and discuss planning priorities.

Mr. Rielly reviewed the mandate of the Development Committee and spoke on the Planning Model.

Ms. Marguerite Edge assisted the committee by acting as facilitator for the workshop session.

The committee broke into two working groups to list what the members considered to be priorities for the next three to five years for this Board.

After approximately one hour the committee met together as a whole and the following priorities were listed:

Program (including special and technological education)

Financing
Amalgamation
Accommodation
Social Issues
Language
Communication

The committee discussed these priorities at length and Mr. Rielly indicated the Development Committee has now provided input to Senior Management, the Director and Associate Director of Education.

Mr. Rielly then asked if the committee wished to discuss these 7 priorities further, group them or is there some other way the committee wants this handled.

Mrs. Van Horne noted Mr. Shewfelt had a suggestion and that was if you took any program within the system then within that program could be included all the priorities listed. For example, if one looked at the special education programs, the members can consider the financial implications, amalgamation, accommodation, financing, social issues, communication, etc...

Ms. Edge clarified Mr. Shewfelt has suggested a process for any one of these priorities.

Mrs. Van Horne suggested the officials should take these priorities and integrate them into a report along with the comments made during the workshops sessions.

Mr. Rielly clarified these priorities are to be put together by way of a report to the Board. The Development Committee has identified 7 major issues that must be considered in the overall planning of the Board over the next 3 to 5 years. These issues would then be considered in conjunction with priorities and other information from staff groups and community to come up with directions. This report would then come back to the Development Committee to adopt, modify, change, etc... and a final report would go to the Board stating what the priorities are for the next five years.

Mr. Whiteman suggested including Mr. Shewfelt's process in this report.

Mr. Rielly agreed and stated the report that would go back to the Board would state the priorities as identified by the Development Committee. These priorities would then be reviewed by way of a plan to be presented to the Development Committee and reviewed at the end of each year. Individual parts of the plan would have to be looked at by this Committee to see how the members wish to handle this.

Mr. Rielly concluded before the next agenda comes out, a work committee should be set up to include himself, Mr. Stockwell and some trustees from this group to start preparing this report and look at questions that must be answered. The work group would also include anyone else deemed appropriate and any members of the Development Committee interested in this work group could contact Mr. Rielly.

The meeting then adjourned,

READ AND CONFIRMED,

.....
Chairman.

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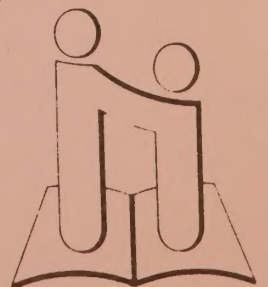
MINUTES
**DEVELOPMENT
COMMITTEE**

URBAN MUNICIPAL

SEP 21 1988

GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



I N D E X

DEVELOPMENT COMMITTEE

INDEX

DEVELOPMENT COMMITTEE

1988 09 01

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

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2. Report from the Officials re: Long and Short Range Planning Priorities.... 1.

NEW BUSINESS:

- | | |
|---|----|
| 1. Director's Entry Plan..... | 3. |
| 2. Framework for Planning Document..... | 4. |

MINUTES OF THE
DEVELOPMENT COMMITTEE

1988 09 01

Present: Margaret Cunningham (Chairman);
Trustees Allen, Barker, Baskin, Kennedy, Vine and Van Horne.

Also Trustees Clarke, Deans, Desmarais, Detwiler, Hicks,
Present: Mulholland, Paquin, Rogers and Whiteman.

Officials K. A. Rielly (Director of Education and Secretary)
Present: A. Stockwell (Associate Director of Education)
P. Beveridge (Superintendent of Curriculum, Special & Educational Services)
R. Binns (Superintendent of Schools - Area Three)
Ms. P. Gillie (Superintendent of Schools - Area Four)
G. Rappolt (Assistant Superintendent of Curriculum)
J. Yurkiw (Assistant Superintendent of Special Services)

The Chairman called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Mrs. Barker:

That the minutes of the last meeting of this committee be approved, as presented to the members.

CARRIED.

BUSINESS ARISING OUT OF THE MINUTES:

Report from the officials
re: Child Care Policy

Mr. Rielly advised the members Mr. Beveridge and Ms. Rappolt are progressing with a report on the Child Care Policy and this report will be presented sometime in the fall.

Report from the officials
re: Long and Short Range
Planning Priorities:
Program (including special
and technological education;
Financing; Amalgamation;
Accommodation; Social
Issues; Language - French
Immersion, Core French,
Extended French;
Communication

Mr. Rielly commented the priorities listed on the agenda are the ones identified by the Development Committee. The committee will have to make decisions on which of these priorities the members wish to include as part of the data to be considered with the long range planning of this Board.

Regarding "Amalgamation", Mrs. Van Horne asked if Mr. Rielly has heard anything more from the Ministry of Education on the possibility of investigating amalgamation.

Mr. Rielly replied the only information he has is from newspaper reports and there has been no official correspondence sent to this Board concerning directions on the subject of amalgamation.

Under "Social Issues", Mrs. Deans asked if the officials will be coming up with an anti-drug program for students.

Mr. Rielly replied that the Trustees have identified this as one of the major issues that should be looked into in future.

Mrs. Deans asked what is presently in the curriculum and if the staff will be looking at this matter and present a report to the Trustees within the next month or so?

Mr. Beveridge replied guidelines have been developed in the Health curriculum and are updated on a regular basis. These guidelines look at the whole issue of drug abuse.

Further discussion took place on the present curriculum guidelines regarding drug abuse and Mr. Yurkiw pointed out the Board has a close relationship with outside resources and social agencies. There is an active committee that reviews programs, procedures and updates guidelines for students having problems with drugs and alcohol.

Ms. Rappolt further elaborated that the new Health and Physical Education Curriculum is being completed by the Ministry of Education under O.S.:I.S. and the Board will receive these new directions in approximately 8 months. There will be strong direction from the Ministry of Education to look at current curriculum and assess what the Hamilton Board is doing.

Miss Cunningham asked if the Director felt the policies of this Board are assisting the students or should it be sending out stronger signals?

Mr. Rielly replied the Board may want to see the kinds of things coming out in the new guidelines by the Ministry of Education and then perhaps this Board can look at its own policies. He felt the Board does not review its policies as much as it should and this is one specific area it should consider.

Mr. Allen suggested reviewing the existing curriculum to assess the size of the problem among students.

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Moved by Mr. Allen:

That the officials prepare a report concerning the existing policies and curriculum regarding Drug and Alcohol Abuse.

Lengthy discussion took place on what the next step for this committee would be and Mr. Rielly pointed out, within the next three months, the Development Committee will have to make decisions on how they want to deal with these issues and putting them in priority. Each priority will be discussed in detail and the committee will then decide how they are to be included in a long range plan for this Board.

Mr. Allen's motion was then put to a vote and was CARRIED.

NEW BUSINESS:

Director's Entry Plan

Mr. Rielly reviewed the report.

Discussion took place on the questionnaire and Mr. Rielly was pleased some of the members liked the questions. This questionnaire has been administered to principals, vice-principals, co-ordinators, etc... He stated he will bring the information back to the Trustees once the data has been collected.

Mr. Hicks asked which community groups has Mr. Rielly interviewed and Mr. Rielly replied the Media, Multicultural Association and he has arranged for an interview with a group of people representing Black education. This allows for an indirect opportunity to speak to some other groups as well and Mr. Rielly informed the members he has received some data from the Home & School Association.

Mr. Hicks suggested the Senior Citizens' groups as well as civic groups such as the Lions' and Rotary Clubs.

Mr. Rielly agreed the Senior Citizens' groups is an excellent suggestion and as far as the Rotary Club is concerned, he pointed out an appointment has been made to attend Rotary with the President of Mohawk College.

March 10, 1964

Dear Mr. [Name]:
I am writing to you regarding the [subject] which was discussed at the meeting on [date].
The [subject] is of great importance and I am sure that you will find the information of interest.
I am enclosing for you a copy of the [document] which was prepared by the [committee].
I am sure that you will find the information of interest and I am sure that you will find the information of interest.
I am sure that you will find the information of interest and I am sure that you will find the information of interest.
I am sure that you will find the information of interest and I am sure that you will find the information of interest.

Sincerely,
[Signature]

Enclosure

Very truly yours,
[Signature]

I am writing to you regarding the [subject] which was discussed at the meeting on [date].
The [subject] is of great importance and I am sure that you will find the information of interest.
I am enclosing for you a copy of the [document] which was prepared by the [committee].
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I am sure that you will find the information of interest and I am sure that you will find the information of interest.

Sincerely,
[Signature]

I am writing to you regarding the [subject] which was discussed at the meeting on [date].
The [subject] is of great importance and I am sure that you will find the information of interest.
I am enclosing for you a copy of the [document] which was prepared by the [committee].
I am sure that you will find the information of interest and I am sure that you will find the information of interest.
I am sure that you will find the information of interest and I am sure that you will find the information of interest.

In answer to Mrs. Deans' question regarding sharing this questionnaire with the cleaning and clerical staff, Mr. Rielly replied this has not been done but it has been suggested strongly that the questionnaire be shared with the cleaning and clerical employees.

Mr. Allen suggested Mr. Rielly contact Mr. Meiklejohn, a retired principal, who is a representative of a senior citizens' group. Mr. Allen asked about the general community and if perhaps an advertisement could appear in the newspaper to generate some kind of response as to what are the perceptions of the general community.

Mr. Rielly agreed the opinions of the parents through questionnaires have proven to be valuable. It is sometimes difficult to generate information with questionnaires but an advertisement in the newspaper inviting information is an excellent vehicle to receive feedback.

Mr. Rielly concluded he will take action to include those groups suggested by the members and to gather information from them to incorporate into his report.

The committee agreed to accept the Entry Plan for the Director of Education.

Framework for Planning Document

Mr. Rielly pointed out this document was not available to send out with the agenda and he suggested the members review this document and next month it could be discussed.

He concluded the expectation is that the plans from the various groups mentioned on page 8 will be submitted by December of this year. At that time, the document will come back for final approval.

The committee agreed to review the document and discuss it at the October meeting of this committee.

The meeting then adjourned,

READ AND CONFIRMED,

*jep

.....
Chairman.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1988 09 01

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Entry Plan for the Director of Education

Background:

During the trustee interview process for the selection of the Director of Education for our Board, reference was made to my entry plan to this new and highly visible position. The process is one that is very important and meaningful to me and it has been advocated throughout the system when individuals have been appointed to positions of vice-principal, principal or superintendent.

Although I have already started the process, the plan has not been presented formally to the trustees for discussion, modification, acceptance or rejection.

The Process:

The process is designed as one source of information gathering from the various partners in education in our system to be used in conjunction with long and short-range planning.

In this new position as Director, I feel it is important to carry out the process to accomplish the following:

- . Gather, first-hand, perceptions of the key issues facing the system with respect to reorganization.
- . Establish trust with trustees, staff and members of the community in order to gain their confidence and receive their input on what their expectations are of the Director.
- . Communicate directly to the constituent groups about my values, perceptions and concerns and to let them know I value their views.

The entry plan will consist of interviews with individuals and small groups; administration of a questionnaire to determine the "Diagnostic Index of Norms" (see attached), with selected groups; and an invitation for written submissions about concerns and ideas from interest groups in our community.

The process will be conducted with a wide range of individuals including trustees, superintendents, teachers, federations, unions,

custodial staff, clerical staff, the press and members of the community.

The information gathered will be collated and synthesized, then included with the data generated from other sources in the planning process.

Outcomes:

My expectations for the process include the following desirable outcomes:

- A visible expression of the fact that no one person has all the answers and that help is needed and wanted.
- The communication in schools and amongst clerical and custodial staff may help to reduce the stress associated with reorganization.
- Increase the trust level in the Education Centre and in the field with respect to the intent of reorganization.
- Model a team building approach, through planning, to the system.
- Provide tangible evidence of the fact that I value openness, constructive direction and planned change.
- Demonstrate my own philosophy of collaborative decision making and involvement of people in decisions that affect them.

A demonstration of the belief that valuable input and ideas can be gained from all levels of our organization.

The Entry Plan would be concluded no later than December 1988.

RECOMMENDATION:

That the Entry Plan for the Director of Education be accepted.

Prepared and submitted by:

K. A. Rielly,
Director of Education and Secretary.

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QUESTIONNAIRE FOR THE HAMILTON PRINCIPALS' ASSOCIATION
PROFESSIONAL ACTIVITY DAY PROGRAM

Diagnostic Index of Norms

Norms are expected or usual ways of behaving in groups or organizations.

This survey asks for your opinions concerning the norms that exist in your organization, that is, the Hamilton Board of Education.

You are to circle the number that best describes your agreement or disagreement with each of the statements in the survey.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
It is a norm in this system:						
1. to maintain the progress that is made	1	2	3	4	5	6
2. for people to regularly plan their work goals and review progress	1	2	3	4	5	6
3. for new people to be properly oriented and prepared for the job	1	2	3	4	5	6
4. for leaders to take time to follow up on the jobs they have assigned to people	1	2	3	4	5	6
5. for organizational policies and procedures to be helpful, well understood and up to date	1	2	3	4	5	6
6. for people to confront negative behaviour or "norms" constructively	1	2	3	4	5	6
7. for people to avoid blame placing and concentrate on looking for constructive solutions	1	2	3	4	5	6
8. for people to feel satisfied with their pay	1	2	3	4	5	6
9. for people to feel that their work is important	1	2	3	4	5	6
10. for people to feel satisfied with the benefits programs offered by the organization	1	2	3	4	5	6
11. for people to feel satisfied with the benefits programs offered by the organization	1	2	3	4	5	6
12. for people to feel responsible for doing their own jobs right	1	2	3	4	5	6
13. for people to have some input on decisions that affect their work	1	2	3	4	5	6

ATTACHMENT 1: THE HUMAN ACTIVITY LIST (HALL)

Human Activity List

Below are several words or phrases that are related to human activity. The words are listed in the column on the left. The phrases are listed in the column on the right. Write the number of the word or phrase that best describes the activity in the column on the right.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
14. for leaders to be equally concerned for people as well as results	1	2	3	4	5	6
15. to review policies and procedures regularly and change them as needed	1	2	3	4	5	6
16. for people to get feedback on how they are doing so they can develop as individuals	1	2	3	4	5	6
17. for people to feel "turned on" and enthusiastic about what they are doing	1	2	3	4	5	6
18. for selection and promotion practices to be fair	1	2	3	4	5	6
19. for people to get good feelings of accomplishment from their work	1	2	3	4	5	6
20. not to have to rely on the "grapevine" as their best source of information about the organization	1	2	3	4	5	6
21. to understand the organization's benefits programs	1	2	3	4	5	6
22. for people to help each other with on-the-job or personal problems	1	2	3	4	5	6
23. for people to follow through on programs that they begin	1	2	3	4	5	6
24. for training needs to be adequately met	1	2	3	4	5	6
25. for people to have an effective means of communication with peers and supervisors	1	2	3	4	5	6
26. for people to share responsibility for things that go wrong	1	2	3	4	5	6
27. for a spirit of cooperation and teamwork to be felt throughout the organization	1	2	3	4	5	6
28. for people to like the kind of work they are doing	1	2	3	4	5	6
29. for people to work together effectively	1	2	3	4	5	6
30. for people to take pride in their own work and that of the organization	1	2	3	4	5	6

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
31. for work loads to be evenly distributed	1	2	3	4	5	6
32. to care about and strive for excellent performance	1	2	3	4	5	6
33. to feel really involved in the work of the organization	1	2	3	4	5	6
34. to have a clear way of measuring results	1	2	3	4	5	6
35. for leaders to help their team members succeed	1	2	3	4	5	6
36. to point out errors constructively	1	2	3	4	5	6
37. for people working together to meet regularly on important issues	1	2	3	4	5	6
38. for improvement efforts to be based on facts	1	2	3	4	5	6
39. to use time and resources effectively	1	2	3	4	5	6
40. for leaders to demonstrate their own commitment to what the organization is trying to accomplish	1	2	3	4	5	6
41. for leaders to make a strong effort to involve and motivate people	1	2	3	4	5	6
42. to give and receive feedback in helpful ways	1	2	3	4	5	6
43. for authority to be delegated appropriately	1	2	3	4	5	6
44. for people to share responsibility for what happens in the organization	1	2	3	4	5	6
45. for groups to define goals clearly before a task is begun	1	2	3	4	5	6
46. for people to get whatever training is needed to help them succeed in their work	1	2	3	4	5	6
47. for people to feel that the organization keeps them informed on matters that directly affect them	1	2	3	4	5	6

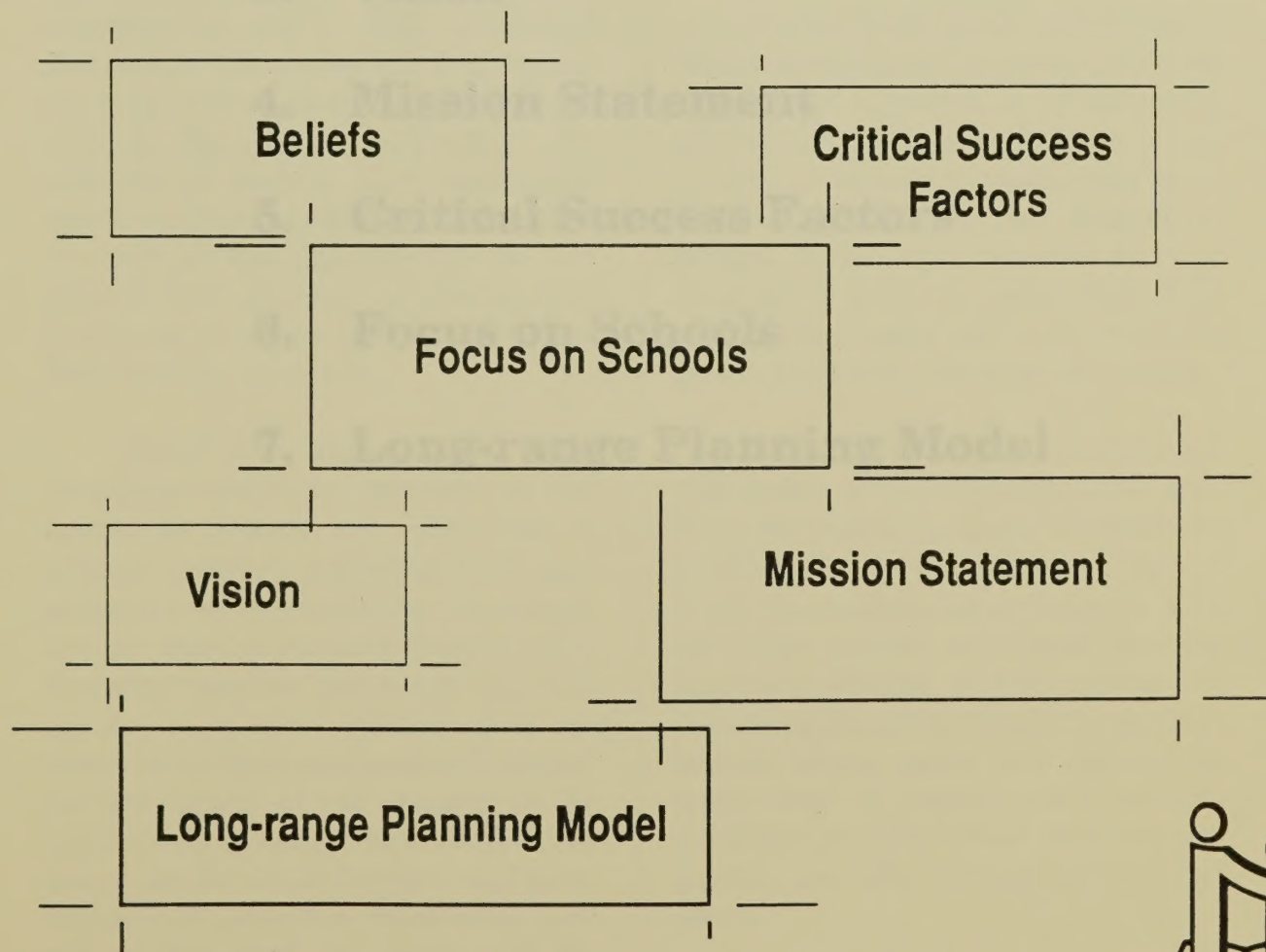
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DRAFT

new **Opportunities**

A Framework for Planning

1988 - 89



The Board of Education for the City of Hamilton

NEW

Opportunities

A Framework for Planning

1988 - 89

Critical Success
Factors

Beliefs

Focus on Schools

Mission Statement

Vision

Long-range Planning Model



Introductory Message

Contents:

1. Introduction by Keith Rielly and Ruth Van Horne
2. Beliefs
3. Vision
4. Mission Statement
5. Critical Success Factors
6. Focus on Schools
7. Long-range Planning Model

Contents:

1. Introduction by Keith Eide
and Robb Van Horn
2. Beliefs
3. Vision
4. Mission Statement
5. Critical Success Factors
6. Focus on Schools
7. Long-range Planning Model

Introductory Message

During this past year, many here today have worked with the Transition Management Team to develop and put into place the components of the organization as proposed in the Preiss-Shulman report in order to refocus our efforts and energies on students in the classroom and schools in each community.

When the Human Resource Department and the Information Services Department are in place, the new organization will be fully integrated and will serve as a vehicle to carry out the long and short-range plans developed by the various partners in our educational system. It is imperative, therefore, that the system-wide implementation of this organization be "the priority" over this year for all of us if we are going to shape our future rather than merely react to it.

Based on a set of beliefs that: employees and other partners in our education process can and wish to provide insights and supportive suggestions to our organization, that people are our most important resource, and that decisions are best made closest to the source of those affected, it is our intention to have involvement throughout the system in the shaping of the system's Long-range Plan. This Plan, based on the contributions and commitment of those directly affected, will ensure that both the spirit and the

intent of decentralization and broad-based decision-making begin to be addressed immediately.

*With this purpose and direction in mind, Senior Management, working as a planning team, has developed a draft document, **"New Opportunities - A Framework For Planning"**. The fact that it is a draft in nature infers that it is open to input and change.*

It is an enabling document rather than a prescriptive or proscriptive one and allows a process to be developed where each of the stakeholders in our system can plan at a "grass-roots" level. As well, it provides for constituent groups' direct input into the development of the system's Long-range Plan which, if managed well, will reflect the input of all who make up the system.

*At your Area or Department meetings today, with the leadership of your Superintendent, you will continue the process of team building with long and short-range planning as the focus. This planning process, developed over the next three months, will be modelled by the principals of the schools to establish **school plans** which will address the wide range of program and resource priorities of each school and its community over the coming three to five years.*

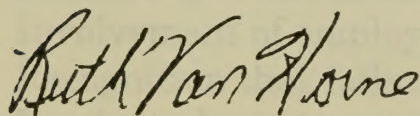
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The planning process which evolves over this year will be done within the following parameters and basic assumptions:

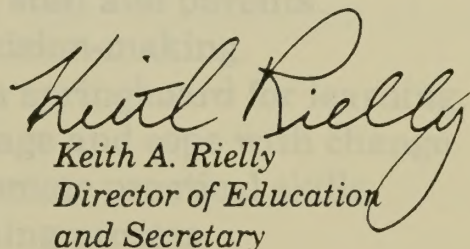
- *Senior Management will act as the co-ordinating and steering team, responsible for maintaining a balance between areas and departments with respect to educational programs and activities planned over the next three to five years.*
- *The draft Area and Central Office Department Plans will be ratified by the Senior Management Team, subject to the system's needs and resources available.*
- *The School Plans will be developed through the leadership of the principal's planning team in conjunction with the Superintendent of Schools.*
- *The draft School Plans will be developed in conjunction with other schools in the area and in concert with the directions and resources available through each Area Plan and in harmony with the schools in the area.*

Designing a framework for planning is an easy process. The difficulty is its implementation. To this end, we invite your participation and leadership.

Sincerely,



*Ruth Van Horne
Chairman of the Board*



*Keith A. Rielly
Director of Education
and Secretary*

The above information is being furnished to you for your information and is not to be used for any other purpose.

- 1. The information is being furnished to you for your information and is not to be used for any other purpose.
- 2. The information is being furnished to you for your information and is not to be used for any other purpose.
- 3. The information is being furnished to you for your information and is not to be used for any other purpose.
- 4. The information is being furnished to you for your information and is not to be used for any other purpose.
- 5. The information is being furnished to you for your information and is not to be used for any other purpose.

The information is being furnished to you for your information and is not to be used for any other purpose.

W. J. Kelly
W. J. Kelly
Director of Research
and Development

W. J. Kelly
W. J. Kelly
Director of Research
and Development

Beliefs

- People are our most important resource.
- Parents and community organizations can provide positive input to schools.
- Decisions are best made closest to the source of those affected by them.
- Mutual development and sharing of information.
- Respect for the worth and contribution of each individual to our system.
- Diversity of program and interdependence according to Area needs.
- Sensitivity to needs of students, staff and parents.
- Involvement of employees in decision-making.
- Recognition that failure can be a springboard for learning.
- Teach students to produce, manage and cope with change.
- Model positive attitudes and promote practical skills.
- Promote an interest in the learning process.
- Facilitate staff development of all employees.
- Life-long and alternative learning.
- Team effort at all levels.
- Good public relations.
- System reflects cultural diversity.
- Provide educational opportunities to all.
- Relevant curriculum (student-centred and future-oriented).
- Provide school and community resources to meet special needs.
- Utilize technology to improve methods for learning.
- Risk striving for excellence and superior performance.
- We must celebrate our accomplishments.

Beliefs

- People are not good important men are
- Parents and community organizations are positive
- Input is positive
- Teachers are not good about the nature of their students
- by their
- Student development and learning of information
- Support for the work and commitment of each individual to the
- system
- Diversity of programs and approaches are according to their
- needs
- Family to meet the needs of students, staff and parents
- Investment of employees in their learning
- Recognition that learning can be a struggle and the learning
- process is to produce results and not just to change
- Model positive behavior and promote positive skills
- Promote an interest in the learning process
- Facilitate staff development of all employees
- Learning and alternative learning
- Team effort at all levels
- Good relationships
- System reflects cultural diversity
- Provide educational opportunities to all
- Educate and encourage students to learn and learn to learn
- Provide school and community resources to meet student needs
- Utilize technology to improve teaching and learning
- This system for excellence and student performance
- The most effective and comprehensive

Vision

“Learning is most important to success in life.”

The vision of the Hamilton Board is to have a student-centred and school-based educational system which advocates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communication, and challenges students to continued achievement.

This direction represents a refocussing on the students in the classroom.

Support and development of this vision will provide Hamilton students with the capabilities to meet the challenges of the 21st century.

Vision

"Learning is most important to success in life."

The vision of the Hamilton Board is to have a student-centered and school-based educational system which educates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communication, and challenges students to continued achievement.

This direction represents a re-emphasis on the students in the classroom.

Support and development of this vision will provide Hamilton students with the capabilities to meet the challenges of the 21st century.

Mission Statement

The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.

2. Enhanced face-to-face communication.

3. Broadened base of decision-making through decentralization and completed reorganization.

Mission Statement

The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.

Critical Success Factors (Goals)

1. Co-ordinated participative planning within a framework.
2. Enhanced face-to-face communication.
3. Broadened base of decision-making through decentralization and completed reorganization.

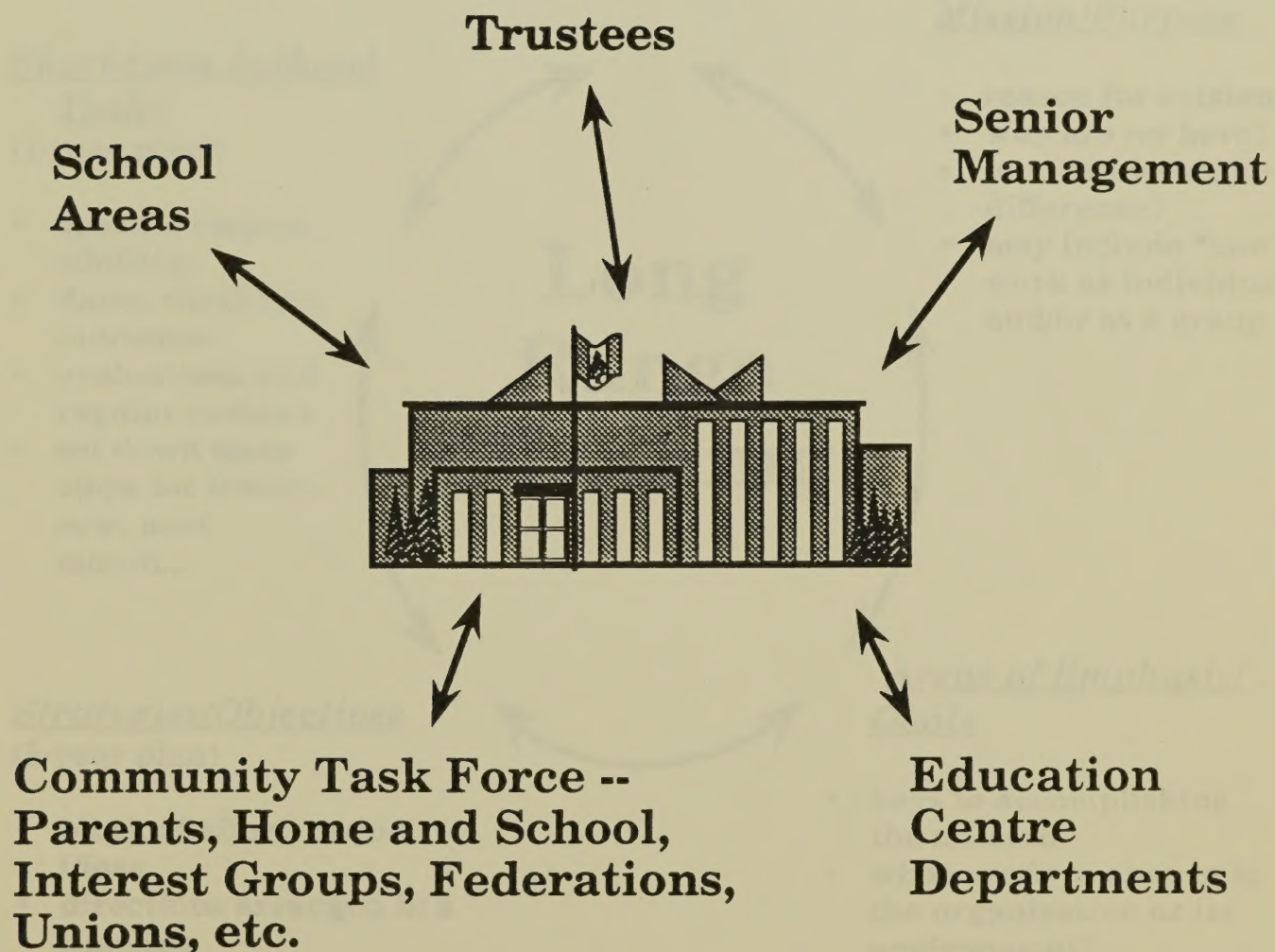
Critical Success Factors (Goals)

1. Co-ordinated participative planning within a framework.
2. Enhanced face-to-face communication.
3. Broadened base of decision-making through de-centralization and computerized organization.

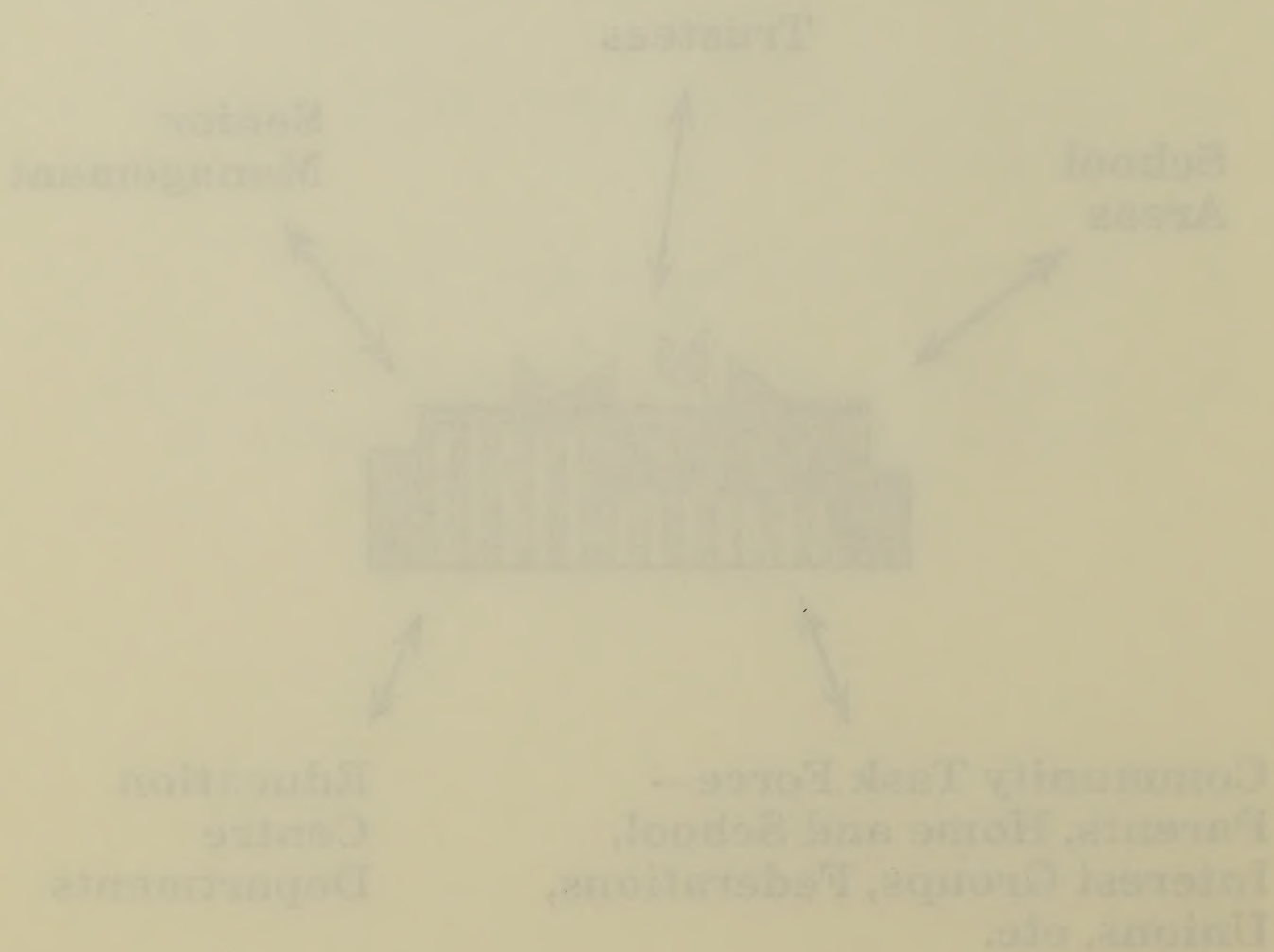
Planning Model

Operational Analysis

'Focus on Schools' Planning Teams



"Focus on Schools" Planning Teams



Planning Model

Situational Analysis

- recent past (2-3 years)
 - present
 - future (ideal and predicted)
 - look at the environment thoroughly
- }
- keep doing
 - stop doing
 - start doing

Short-term Actions/

Tasks

(1-year plan)

- specific responsibilities
- dates, timelines, outcomes
- evaluations and regular reviews
- set down clear steps for tomorrow, next month...

Strategies/Objectives

(5-year plan)

- block of effort, major ideas
- directions arranged in a timeline
- plans to move towards areas of emphasis
- select and prioritize five or six

Mission/Purpose

- reason for existence
- why are we here?
- how can we make a difference?
- may include "how"
- work as individuals and/or as a group

Areas of Emphasis/ Goals

- keys to accomplishing the mission
- what needs to change in the organization or its environment?
- what needs to work most to get us where we want to go?
- refer to situation data and mission

**Long
Range
Planning**

**Use Planning, Review, Development and Implementation PRDI Model.*

Planning Model

Situational Analysis

- recent past (2-5 years)
- present
- future (ideal and predicted)
- look at the environment
- strategically

Strategic Objectives

- answer the questions
- why are we here?
- how are we doing?
- what are our "core" competencies?
- what are our "new" competencies?
- what are our "future" competencies?

Strategic Initiatives

(1-year plan)

- specific response
- strategic initiatives
- tactical initiatives
- operational initiatives
- financial initiatives
- human resources
- information systems
- legal and regulatory
- environmental

Long Range Planning

Strategic Initiatives

(5-year plan)

- short-term initiatives
- medium-term initiatives
- long-term initiatives
- tactical initiatives
- operational initiatives
- financial initiatives
- human resources
- information systems
- legal and regulatory
- environmental

Goals

- how to accomplish the mission
- what needs to change in the organization or its environment?
- what needs to work more effectively?
- to get us where we want to go
- refer to situation data and mission

The Planning Model: Strategic and Operational (SOP) Model

CA 40N HBL W26

M32

October, 1988

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



I N D E X

DEVELOPMENT COMMITTEE

1988 10 06

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

PAGE

1. Report from the Officials re: existing policies and curriculum regarding Drug and Alcohol Abuse 1.
2. Framework for Planning Document 4.

NEW BUSINESS:

1. Long and Short Range Planning for programs and accommodation for secondary schools 5.
2. December Meeting Date..... 10.

THE
FEDERAL GOVERNMENT

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MINUTES OF THE
DEVELOPMENT COMMITTEE
1988 10 06

Present: Miss M. Cunningham (Chairman);
Trustees Allen, Barker, Baskin, Kennedy, Vine and
Van Horne,

Also: Trustees Deans, Detwiler, Hicks, Mulholland,
Present: Rogers and Whiteman.

Officials K. A. Rielly (Director of Education and Secretary)
Present: A. Stockwell (Associate Director of Education)
P. Beveridge (Superintendent of Curriculum,
Special & Educational Services)
B. Sinclair (Superintendent of Human Resources)
P. Shewfelt (Acting Superintendent of Finance &
Treasurer)
F. Kelly (Superintendent of Schools - Area Two)
R. Binns (Superintendent of Schools - Area Three)
Ms. P. Gillie (Superintendent of Schools - Area Four)
D. Rothwell (Superintendent of Schools - Area Five)
Ms. G. Rappolt (Assistant Superintendent of Curriculum)
J. Yurkiw (Assistant Superintendent of Special
Services)
R. Chapman (Co-ordinator, Health & Physical Education)

The Chairman called the meeting to order and asked for confirmation the minutes of the last meeting.

Moved by Mr. Allen:

That the minutes of the last meeting of this committee be approved, as presented to the members.

CARRIED.

Before discussing the agenda, Miss Cunningham asked the members if they felt there was a possibility of holding this committee meeting in an informal setting in the large committee room rather than in the Board room.

Moved by Mr. Allen:

That this meeting re-convene in the large committee room.

Discussion and debate took place and the motion was LOST.

BUSINESS ARISING OUT OF THE MINUTES:

Report from the officials
re:existing policies and
Curriculum regarding Drug
and Alcohol Abuse

Canon Rogers asked if there was any problem in the educational system that links up the physical and health education programs together.

Mr. Chapman replied with Health and Physical Education being one course, there has been a the question whether to separate them or not. There may be an opportunity offer Health only courses but Mr. Chapman was not sure if this would address the problem referred to. He did agree, however, that linking physical and health education does create certain problems.

Canon Rogers suggested that under the the present system, the Board cannot take full advantage of programs such as Anti-drug, alcohol and smoking. He felt a fair number of people opt out of physical and health education after Grade 10.

Mrs. Baskin did not think the curriculum was working. She suggested a representative of the Peer Counselling Groups make a presentation to this committee. There is a group at Westmount that involves students and parents in Peer Counselling and perhaps these groups could initiate other groups because Mrs. Baskin felt these groups should start sooner than the secondary schools.

Mrs. Baskin concluded this Board must take a more proactive approach to the problem of alcohol and drug abuse.

In answer to Mr. Whiteman's question, Mr. Yurkiw stated he is not aware of any preventive programs for grades lower than grade 4.

Ms. Rappolt further explained there is a very extensive and well written Health and Physical Education program for JK-3 which include Health Sciences and units that are appropriate for 5 to 8 year olds.

This Board is looking with real anticipation to the government because

STUDENTS AGAINST THE NIGHT

Report from the students
concerning the situation
of the students in the
night school.

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it may well be that their direction is to begin programs on drug and alcohol abuse earlier than grade 4.

Further discussion and debate took place and Mr. Hicks stated he hoped the Hamilton Board of Education can take a leadership role in this issue.

Moved by Mrs. Baskin:

That each Trustee be supplied with copies of the following two pamphlets: "Schools Without Drugs, Volume II, Number One and What Works - More Schools Without Drugs" for the next meeting of the Development Committee.

Mrs. Baskin explained these two pamphlets give background information of what Peer Counselling means and how it works.

Mrs. Baskin's motion was put to a vote and was CARRIED.

Moved by Mrs. Baskin:

That representatives from the secondary schools who have established Peer Counselling regarding Alcohol Abuse make a presentation to the Development Committee.

Mr. Beveridge commented Peer Counselling was initiated through Westmount Secondary School four years ago under the direction of a staff member in the Guidance Department. Students are counselling other students and it is an effective program and one that would bear study and promotion.

Mr. Beveridge also pointed out there are other groups such as the ones at Hill Park and Westdale.

Mrs. Baskin's motion was put to a vote and was CARRIED. It was then pointed out that arrangements would be made to hear the representatives at the November meeting of this committee.

It may well be that their education is
to their surprise or they had assumed
some other than this.

Further discussion and debate took place
and it was stated that the
British Board of Education was a
technical body in this sense.

Moved by Mr. Nathan:

That with reference to the subject of
the Education of the children of the
British Empire, the Board of Education
should be asked to consider the
position of the children of the
British Empire in the various
countries of the Empire.

The Board is asked to consider the
position of the children of the
British Empire in the various
countries of the Empire.

Mr. Nathan's motion was put to a vote
and was CARRIED.

Moved by Mr. Nathan:

That the Board of Education should
consider the position of the children
of the British Empire in the various
countries of the Empire.

Mr. Nathan's motion was put to a vote
and was CARRIED.

Mr. Nathan's motion was put to a vote
and was CARRIED.

Mr. Nathan's motion was put to a vote
and was CARRIED.

Moved by Mrs. Baskin:

That Dr. Peter Knight (C.O.R.T.) and Mr. Friessen of the Addiction Research Foundation be invited to give a presentation on C.O.R.T. (Council on Road Trauma) and Alcohol and Drug Abuse respectively.

CARRIED.

Lengthy discussion followed on this issue and suggestions were given to involve local community groups and the Police Department regarding Drug and Alcohol Abuse.

Miss Cunningham then thanked Mr. Yurkiw, Mr. Chapman and Ms. Rappolt for the report.

It was then agreed:

That the report from the officials on a Review of Alcohol & Drug Use Curriculum and Intervention Guidelines be accepted for purposes of information only.

Framework for
Planning Document

Mr. Rielly advised the members the number one priority of the senior officials was the implementation of the new organization and the Trustees felt this should be done, as suggested at the "grass roots" level.

Mr. Rielly proceeded to review the document and noted if this model is in place, then there can be a more systematic approach in the way this Board does things that impact this education system.

Mr. Rielly concluded this document has been accepted by the principal teams in the areas, Education Centre and schools and there has been excellent feedback.

Discussion took place on this issue and the members expressed their appreciation for the document. It was then received for information.

Report by Mr. Nathan

That Mr. Nathan, in his capacity as a member of the Committee on the Administration of the Government, has been assigned to the task of investigating the activities of the various departments of the Government, and to report thereon to the Committee at the next meeting.

Summary

The following is a summary of the findings of the investigation conducted by Mr. Nathan, and of the recommendations made by him to the Committee.

It was found that the various departments of the Government are not properly organized, and that there is a lack of coordination between them.

It was also found that

the various departments are not properly supervised, and that there is a lack of responsibility for the results of their activities.

It was recommended that the various departments be reorganized, and that there be a system of supervision and control over their activities.

It was also recommended that there be a system of reports from the various departments to the Committee, and that there be a system of audits of their activities.

It was further recommended that there be a system of checks and balances between the various departments, and that there be a system of appeals from the various departments to the Committee.

It was concluded that the various departments of the Government are in need of reorganization, and that there is a need for a system of supervision and control over their activities.

Respectfully,
Nathan Nathan

NEW BUSINESS:

Long and Short Range
Planning for Secondary
School Education

Mr. Rielly reviewed the report and concluded there are two interesting aspects for directions to the Development Committee. One is that it can give approval for the formation of this committee and the other is if there is enough interest generated, the Trustees may find other topics that should be considered for study by such a committee.

Mrs. Vine felt if Bill 30 is forcing this Board to look at program and accommodation then perhaps some good has come out of this.

Canon Rogers supported long term proposals; however, there is an immediate concern this Board should address and that is the Area 3 accommodation issue at Elizabeth Bagshaw and Albion Vocational Schools. Canon Rogers did not think any long range plans would solve the immediate problem of what happens to the students after the closure of Albion Vocational School. The timeline is short and it is more urgent that adequate accommodation is found for the students at Albion School to ensure continuity on the subjects they have undertaken.

Canon Rogers concluded there should be a short range plan immediately for that area and he asked that Mr. Rielly and the officials give this serious consideration.

Mr. Rielly stated the officials can understand the significance of Canon Rogers' comments regarding Albion Vocational School. The whole point of short and long range planning is that the secondary school study committee look at a broad range of issues and concerns with respect to vocational education. Recommendations and decisions for accommodation should be made in association with the program of vocational schools. The direction and program for vocational schools must be made before final decisions on accommodations are decided upon.

This issue would be part of the report that comes back to the Development Committee from the study committee.

Mr. Rielly emphasized whatever the study committee considers, it will have to be in the context with programs and in answering the immediate needs as well as the direction this Board will want to take within the next three to five years.

Canon Rogers also felt the other issue that will impact will be what choices will students have as they enter grade 9. The Ministry has still not sent clear guidelines on the future of general and advanced grade 9 levels.

Mr. Rielly pointed out there are several directions being advocated in terms of "ungradedness". The Ministry of Education has not made a definitive statement that grades 9 and 10 would be declared "non-graded".

Canon Rogers commented this will have grave affects on what happens in the long range planning for secondary schools and Mr. Rielly agreed this could be a study committee deliberation.

Mr. Rielly concluded these comments will be taken to the study committee immediately.

Mr. Allen stated the study allows the Board to review and hopefully reinforce its commitment to vocational education. There is an enormous amount of work to be done particularly in the area of technical education. Mr. Allen was interested in this area because students are being impeded by the present structure. He welcomed the opportunity to participate on this committee.

In answer to Mr. Kennedy's inquiry regarding if this Board should wait for the results of the Radwanski report, Mr. Rielly replied the point of long and short range planning is to have objectives outlined for the next three to five years. This may not be the final direction this Board takes, but the idea must be considered. There are things in this report that Trustees have an affinity for and these are immediate concerns that do not have to wait for

directions from the Ministry of Education.

Mrs. Deans supported the document and asked the composition of the committee.

Mr. Rielly replied that the number of people on the committee has not been established.

Mrs. Deans had concerns the committee may be too large. Mr. Rielly stated any recommendations from this committee will come to the Development Committee for approval.

Mr. Hicks asked what is the linkage between this committee and the accommodation committee.

Mr. Rielly replied the two committees would work parallel with each other.

The accommodation committee will look at accommodation this year with input by the senior officials and the Superintendent of Schools providing input from their own areas. The study committee will take into consideration Canon Rogers' comments regarding the move of the middle school into Albion and the need to do this quickly. Mr. Mulholland asked that he be considered as a member for this committee particularly since he is very interested in the vocational schools.

He continued by stating as Mr. Allen had mentioned earlier, technical subjects need to be reviewed also. Numbers of students in this subject area have been reduced because of OS:IS and this Board should try and incorporate new technical directions into the report.

Mr. Mulholland concluded he is supportive of this committee and he would also ask that the "grass roots" people be involved on this study committee.

Mr. Allen also suggested that middle school teachers as well as participation from the parents of vocational students be involved as well.

Director of the Bureau of the Census
Washington

Dear Sir: I have the honor to acknowledge the receipt of your letter of the 11th instant.

It is noted that you are interested in the work of the Bureau of the Census and that you are interested in the work of the Bureau of the Census.

The Bureau of the Census is interested in the work of the Bureau of the Census and is interested in the work of the Bureau of the Census. The Bureau of the Census is interested in the work of the Bureau of the Census and is interested in the work of the Bureau of the Census.

Very truly yours,
Director of the Bureau of the Census

Enclosed for you are two copies of the report of the Bureau of the Census on the work of the Bureau of the Census.

The report of the Bureau of the Census on the work of the Bureau of the Census is a very interesting and valuable report. It contains a great deal of information on the work of the Bureau of the Census and is a very interesting and valuable report. The report of the Bureau of the Census on the work of the Bureau of the Census is a very interesting and valuable report. It contains a great deal of information on the work of the Bureau of the Census and is a very interesting and valuable report.

I am sure that you will find the report of the Bureau of the Census on the work of the Bureau of the Census to be a very interesting and valuable report. It contains a great deal of information on the work of the Bureau of the Census and is a very interesting and valuable report. The report of the Bureau of the Census on the work of the Bureau of the Census is a very interesting and valuable report. It contains a great deal of information on the work of the Bureau of the Census and is a very interesting and valuable report.

Very truly yours,
Director of the Bureau of the Census

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Moved by Mr. Allen:

That the Development Committee authorize the officials to organize the Secondary School Study Committee to commence study on the issues that have been outlined by the Development Committee.

Mrs. Van Horne supported the motion and felt program should be looked at first and foremost and see how programs fit into the whole scheme of accommodation. Mrs. Van Horne asked if Mr. Rielly could clarify how the committee could report by March, 1989 if it will be looking at long range planning.

Mr. Rielly stated he would not want to see committees created in perpetuity but rather have the study committee look at long range planning over the next three to five years and a report could be presented to the Development Committee by March, 1989 on what needs to be looked at and considered for the future. The committee could be reconstituted, but March, 1989 is a target date to bring back a report in terms of immediate and long range issues.

Mrs. Van Horne asked how many times will this committee report between now and March, 1989.

Mr. Rielly replied it will have to report by the December meeting to present ideas and recommendations.

Mrs. Van Horne suggested the times when the study committee is ready to report, it should be the only item on the agenda because there will be lengthy discussion.

Mr. Mulholland asked, if this is approved, what is the intention of the committee based on the discussion at this meeting. Will the committee be made up of principals and staff who represent current program needs? have the desire the "grass roots" people have?

Mr. Rielly replied this is not an ad hoc committee of the Board and teachers

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should be involved. There would be a choice of other people also such as the middle school staff as Mr. Allen suggested and perhaps parents. If the steering Committee is too large, consideration would be given to establishing sub-committees or "working committees" to address specific issues. Mr. Rielly assured the members he will take their comments and suggestions into consideration.

Miss Detwiler asked if the distribution or reallocation of the student body from Vincent Massey enter into this at all.

Mr. Rielly replied if the school is closed, then the building will be available for other uses. There are important ramifications to the closure with respect to the placement of those students in other schools which will have to be examined carefully.

In answer to Miss Cunningham's question, Mr. Rielly replied, yes, there will be representation from the Finance Department on this committee.

Mrs. Baskin opposed the motion because she did not think the composition of the committee followed the Rules & Regulations of the Board.

Mr. Rielly clarified it is not a committee of the Board but rather a staff committee and what the recommendation in the report is asking for is input from the Trustees.

Lengthy discussion and debate took place and Mr. Mulholland pointed out every member of the Board will have an opportunity to discuss and debate any ideas and/or recommendations the study committee proposes when they report back to the Development Committee. He asked again, to be assured that the "grass roots" people will be involved and Mr. Rielly gave his assurance.

Mr. Whiteman also suggested that any trustee who wished to attend the meetings of the study committee may do so and Mr. Rielly replied yes.

Mr. Allen's motion was put to a vote and was CARRIED.

December Meeting Date

Mr. Rielly informed the members the Inaugural of the 1989 Board has been scheduled for Thursday, December 1st which would normally have been the December meeting of the Development Committee. It has been suggested, therefore, that the December meeting of the Development Committee be scheduled for Monday, December 5th, 1988.

Moved by Mr. Kennedy:

That the December meeting date for the Development Committee be scheduled for Monday, 1988 12 05.

CARRIED.

The meeting then adjourned,

READ AND CONFIRMED,

.....
Chairman.

*jep

CA 40N HBL W26

M32

November, 1988

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



I N D E X
DEVELOPMENT COMMITTEE

1988 11 03

GENERAL PAGE

BUSINESS ARISING OUT OF THE MINUTES:

- | | |
|--|----|
| 1. Presentations: | 1. |
| Hamilton Wentworth Police..... | 2. |
| Addiction Research Foundation..... | 2. |
| Council on Road Trauma..... | 3. |
| Secondary School Peer Counselling..... | 4. |

NEW BUSINESS:

- | | |
|---|-----|
| 1. Report from the Officials re: Child Care Policy... | 5. |
| 2. Report of the Special Education Advisory Committee.. | 9. |
| 3. Adult Education..... | 10. |

CARRIED

Mr. Bailey noted that the two booklets suggested by Trustee Yarkin had arrived for the committee's consideration. (Schools Without Bars/The Challenge). Trustee Smith requested that these booklets be discussed at the next Development meeting in December, once everyone had an opportunity to read them.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

PRESENTATIONS

At the last meeting, additional information was presented regarding community programs dealing with alcohol and drug abuse. Miss Cunningham introduced the guests who were making presentations tonight. Sgt. Podge, in charge of the Community Branch of the Hamilton-Wentworth Police Department; Dr. A. Friesen, Director of the Addiction Research Foundation of Hamilton; Dr. F. Talbot, Council on Road Trauma; and Mr. V. Lapp, Co-ordinator, Outreach Services. Miss Cunningham welcomed the audience and on behalf of the committee, expressed appreciation for their presence tonight.

1952

RESEARCH REPORT

1952

1952

RESEARCH REPORT

1. Introduction
The purpose of this report is to provide a summary of the research conducted during the year 1952. The research was carried out in the field of [illegible] and the results are presented in the following sections.

2. Methods

1. The data were collected from the following sources:
a. [illegible]
b. [illegible]
c. [illegible]
2. The data were analyzed using the following methods:
a. [illegible]
b. [illegible]
c. [illegible]

MINUTES OF THE
DEVELOPMENT COMMITTEE
1988 11 03

Present: Miss M. Cunningham (Chairman);
Trustees Barker, Baskin, Kennedy, and Van Horne,

Not

Present: Trustees Allen, Vine.

Also

Present: Trustees Clarke, Deans, Detwiler, Hicks, Lowe, Mulholland, Rogers,

Officials K. A. Rielly (Director of Education and Secretary)

Present: A. Stockwell (Associate Director of Education)

P. Beveridge (Superintendent of Curriculum, Special and Educational
Services)

P. Shewfelt (Superintendent of Finance & Treasurer)

F. Kelly (Superintendent of Schools - Area 2)

J. Yurkiw (Assistant Superintendent of Special Services)

Ms. G. Rappolt (Assistant Superintendent of Curriculum)

Ms. J. Binns (Co-ordinator - Family Studies)

R. Chapman (Co-ordinator, Health & Physical Education)

V. Lepp (Co-ordinator, Guidance Services)

M. Kilby (Principal, Continuing Education)

The Chairman called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Mr. Kennedy:

That the minutes of the last meeting of this committee be approved, as presented to the members.

CARRIED.

Mr. Rielly noted that the two booklets suggested by Trustee Baskin had arrived for the trustees' consideration. (Schools Without Drugs/The Challenge). Trustee Baskin requested that these booklets be discussed at the next Development meeting in December, once everyone had an opportunity to read them.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Presentations

At the last meeting, additional information was requested regarding community programs dealing with Alcohol and Drug Abuse, Miss Cunningham introduced the guests who were making presentations tonight. Sgt. Forgan, in charge of the Community Branch of the Hamilton-Wentworth Police Department; Mr. A. Friesen, Director of the Addiction Research Foundation of Hamilton; Dr. P. Knight, Council on Road Trauma; and Mr. V. Lepp, Co-ordinator, Guidance Services. Miss Cunningham welcomed the speakers and on behalf of the committee, expressed appreciation for their presence tonight.

Hamilton-Wentworth Police

Sgt. Forgan outlined the Police Department's Safety Branch role in the schools, since 1949. Five safety officers work in the Branch, covering 40 schools each, offering 90 programs. Their drug education program has expanded to Grades 6 - 7 and 8, with one available to Gr. 9 upon request "With Friends Like That". The 6-7 and 8 program, "The Choice is Yours", is divided into five segments. Their objectives are four lectures per day in the elementary level, covering 400 classes per school year.

Mrs. Clarke wondered if the community or parent groups were addressed on awareness of the drug problem.

Sgt. Forgan noted there are programs available and presentations have been made to specific groups on drug awareness and identification.

Mrs. Clarke wanted to know if parents, through the Police Dept., receive counselling.

Sgt. Forgan replied they do not have drug counselling, but have a resource list for counselling on that matter. He pointed out the Crime Prevention Section deals more with the adult community regarding drugs.

Mrs. Baskin queried the length of time the Department has been running drug education programs.

The "Mr. T" program started in 1985, and Sgt. Forgan recalled they had a Grade 5 program back in 1980-81.

Miss Cunningham reported that two videos in current use by the Police Department were available in the Board Room for viewing following the meeting.

Addiction Research
Foundation

Mr. Friesen summarized the beliefs of the Addiction Research Foundation saying their aim is to provide factual information materials to students through the school system. He quoted several statistical surveys on drug and alcohol use, the most recent being 1987. Mr. Friesen noted that drug use is not only in the school system, but these students are the most easily reached for drug education purposes. A.R.F. has a real interest in preventative curriculum.

Mr. Friesen pointed out the recent major increase in drug abuse education. There is also a noticeable change in attitudes of the parents and teachers from 20 years ago when there was a restrictive atmosphere surrounding drug education. The number of teachers coming to borrow materials from their library, such as films, beta tapes and lesson plan packages, has also increased.

In response to Mrs. Deans' question on cocaine, Mr. Friesen noted they did not differentiate between crack/cocaine in their survey. He added it is easier for a teenager to sell crack, as opposed to finding a job.

Mrs. Baskin inquired re the survey statistic that 68% use alcohol. Was this one drink a year?

Mr. Friesen replied the question in the survey was "Have you used alcohol in the last six months?" No age breakdown was available, but they found alcohol consumption peaked in Grade 11 and dropped slightly after that.

Mrs. Barker wondered if the survey asked why they took drugs, and if peer pressure has much to do with it.

Mr. Friesen noted it was not part of their survey, which was administered by a private consulting firm. They generally find drug use depends on the cell group of friends - if it is a non-using or drug using group.

Council on Road Trauma

Dr. Knight introduced Grover Covington of the Hamilton Tiger Cats Football Club and Miss Eileen Doucet, a student at Saltfleet School. Dr. Knight noted that, as a surgeon, and doctor, he has become committed to reducing the number of alcohol-related injuries. In 1987, 1,292 people were killed in crashes in Ontario, and for every person killed, 100 are injured. In Hamilton there were 46 deaths and over 4000 injuries - 45-50% of these accidents involved impaired drivers. He emphasized that young people must know these statistics - not lectured - and make their own decision to drive dry. He noted the Contract for Life allows for discussion between parents and children to help develop new attitudes for a generation of non-drinkers.

Miss Eileen Doucet spoke of the SAID program - Students Against Impaired Driving. She pointed out that 'impaired' driving includes being fatigued, in ill health, emotionally upset, as well as drug or alcohol impairment. The SAID program promotes the Contract for Life and while it does not condone drinking, it tries to encourage students that drink not to drive. She also noted that peer pressure can be a positive influence.

Mr. Grover Covington stated he believes that he and other players can act as role models when they do not drink or do drugs. He visits schools and encourages them to be "cool". His message to students is that if you have a friend, talk him out of driving while impaired. You could lose a friend.

Mrs. Deans was interested in making the Contracts of Life available to students through Report Card distribution.

Dr. Knight stated the contracts were obtained from the Council on Road Trauma but were more effective if discussed and introduced to the students.

Miss Doucet revealed that a contract was available for babysitters as well.

the which is reported in the various statements that are attached, and that are dated 1947.

The various statements are contained in the various pages of this report, and are dated in the 1947-48 season. The various statements are contained in the various pages of this report, and are dated in the 1947-48 season.

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Mr. Hicks added he firmly believes that someone from the older generation needs to show leadership and guidance to teenagers in this problem.

Dr. Knight agreed, saying that unless adults decide this is a problem among themselves, they cannot become a role model worthy of our young people.

Mrs. Barker felt attitudes regarding non-drinking were changing positively. She wondered if it was the school that invited Mr. Covington to speak.

Mr. Covington noted arrangements were made through Dr. Knight, but that time did not permit them to see all the students.

Mr. Kennedy cited the Ride Program which has had a great deal of publicity, mainly thanks to the media. Has there been a dramatic decrease since the Ride program began?

Sgt. Forgan replied that they now maintain the Ride program 12 months of the year, having received money from the government. He stated there may be a false impression that drinking and driving has increased.

Secondary School Peer Counselling

Mr. Vic Lepp revealed that there are 3 peer programs, Peer Tutor, Peer Helper and Peer Counselling. Peer Tutor is a remedial service from student to student. Peer Helper is a student helping other students with adjustment other than remedial. Peer Counselling is students trained in counselling skills to assist peers with personal or other problems. He mentioned several schools with such Peer programs, including a Peer Helper program at Briarwood which is a credit course run by Evelyn Brown. Students benefit by increased self-confidence and responsibility. He also noted there was a drug counselling program at Westmount for several years, but a change in staff, costs, and the time involved have limited the program.

Mrs. Barker inquired as to the training students receive in tutoring and counselling.

Mr. Lepp recounted that in the Tutor and Helper programs, training is part of the credit course. Peer Counselling training is far more intensive, where the student is removed from school and learns training, helping skills, and listening skills to help students solve problems.

In response to a question, the speakers agreed that co-ordination already existed among the groups represented tonight. It was pointed out that several of the groups had worked together on projects, but it seemed easier to arrange funding by not forming an umbrella group.

Mrs. Barker wondered if there was any question in the high school survey as to how much students think their parents influenced their decisions (as role models) re drinking.

Mr. Friesen responded this question was not in the survey.

Mrs. Deans raised the subject of glue and solvents and asked if something can be done.

Sgt. Forgan replied that without proper legislation we have "handcuffs on" re solvent abuse.

Mrs. Deans noted National Drug Awareness Week was November 13-19. How do parents identify or know what to look for? There is a need to educate parents as well as children.

Mr. Friesen stated the Police Dept. has a kit available for parent sessions which is an ongoing process. Quite often the school initiates this type of session.

Further discussion took place and then Miss Cunningham individually thanked the speakers on behalf of the Committee.

NEW BUSINESS:

Report from the officials re Child Care Policy

Ms. Rappolt referred to the five recommendations in the report. She pointed out that the policy statement in the report was written deliberately in a philosophical, rather than a specific direction because, at this time, neither provincial nor federal governments have set down guidelines. She then introduced Mrs. Shirley Wheeler of the Ministry of Community and Social Services (COMSOC). Ms. Rappolt commended Ms. Binns for her work on this project.

Ms. Binns remarked that the provision of quality child care affects society and supports the family and community. There is increased pressure from the community and parents re child care on behalf of JK and SK children, and she believes the Board is on an exciting threshold to play a valuable role in this area. The government has indicated this is a high priority issue and urged the Board to be pro-active rather than reactive. It is the public perception that day care in school buildings is run by the Board of Education. She proceeded to review the proposed policy on page 3.

Canon Rogers noted the Board's involvement in day care programs since 1978, and that we are moving into closer involvement and closer co-operation with providers of day care. Parents must be assured quality day care will be provided in education facilities. Canon Rogers was supportive of the policy and questioned how quickly someone could be hired to further Day Care service within this region?

Ms. Binns noted this would be dependent upon how quickly the policy was passed, but the community response for this project was there.

Mrs. Baskin stated she was supportive of day care, but had concerns with some of the policies in the report. She needed to clarify what ages Ms. Binns had in mind.

Ms. Binns emphasized that all age groups have needs, but specific ages would be one of the details to be worked out.

Mrs. Baskin objected to details after the policy was approved. There will be 32 places in the new school. Questions such as: Whose children are going to use it? Teacher's children? Children within boundaries around the school? Before school and after school? Who is going to pay the bill?, etc., come to mind. She expressed reluctance in hiring somebody when it is not in our mandate, and there is no funding.

Ms. Binns stated currently child care is the responsibility of COMSOC, not the Ministry of Education.

In answer to further questions, Ms. Binns said that the priority would be the children in the school (JK and SK).

In response to Mrs. Baskin's question re charges, Mrs. Binns replied that the fee would be dependent upon the budget set by the local advisory group of parents. Further, the centre was expected to be self-sufficient.

Mrs. Baskin wondered if the centre would run 12 months of the year.

Ms. Binns reiterated this would be determined by the operation of the centre.

Mrs. Baskin was still concerned about costs and thought an ad hoc committee should be set up to develop a more defined model. She noted the first centre was being built, and SEAC recommendations were not incorporated. She would like to see a sub-committee come back with a more defined report and more about financing.

In answer to a question re available subsidy money, Mr. Shewfelt reported the Ministry of Education provides a maximum of \$258,000 for capital expenditures for new day care centres in schools.

Mrs. Wheeler advised that most programs are self-sufficient. The primary purpose is to serve children in the school, from JK and SK, followed by 2 and a half year olds to help the group to become self sufficient. COMSOC is committed to support up to 80% of costs of equipment, playground, furnishings and operating start up costs, which pays for the Supervisor to help with deficit at start up. Mrs. Wheeler added she was very positive about this program.

Mrs. Deans queried why the new advisor/administrator reports to Family Studies Co-ordinator and not the Primary consultant.

Ms. Rappolt replied that initially this person will be continuing the things Ms. Binns has been doing and it seemed appropriate for the sequence as suggested in the report. It may be, in future, that the position needs to report in a different way.

In response to Mrs. Deans' question, Ms. Binns advised the day care was non-profit.

Mrs. Deans would like to see the day care centre used as a model and hopes it will operate 12 months of the year with extended hours, if there is the need.

Ms. Binns pointed out that the Hill Park centre operates 12 months a year in order to meet the needs of people involved.

Moved by Mrs. Van Horne:

That the following recommendations re a proposed Child Care Policy be approved:

1. That the Board of Education accept the proposed policy, in principle as a framework for the development of specific guidelines. (See Appendix 1)
2. That the Board of Education hire a child care advisor/administrator who has early childhood education qualifications. (See Appendix 2)
3. That the child care advisor/administrator be hired to begin no later than January 1, 1989. (See Appendix 3)
4. That the child care advisor/administrator report to the Family Studies Co-ordinator in the Curriculum and Special and Educational Services Department. (See Appendix 4)
5. That the Board of Education utilize the existing incorporated board that operates Hill Park Lambs Childrens' Centre. (See Appendix 5)

Mr. Hicks commented on the excellent report. However, he had a concern with the last bullet on page 3 re 'priority use' of available space. Where space is completely filled he does not want to see competitiveness for existing space or children being moved out.

Ms. Binns emphasized that it is not intended to use space that is need for school children for the Day Care Centres. Alternatives would be explored if available space was not sufficient and that would be part of the Administrator's role.

Mr. Hicks expressed concern if grants were not available for such alternatives.

Mr. Haggard replied that certainly this matter will be concerning the things Mr. Haggard has been doing and is asked appropriate for the committee to be interested in the report. It may be in fact, that the committee needs to report in a different way.

In response to Mr. Haggard's question, Mr. Haggard asked the day after was necessary.

Mr. Haggard would like to see the day after report sent as a normal and proper or will someone be coming to the next with intended house, it seems to be the next.

Mr. Haggard pointed out that the bill that would require it would be sent in order to meet the needs of people for which.

Report of Mr. Haggard.

That the committee recommendations are a proposed bill that will be approved.

1. That the bill of education would be proposed before the committee and the committee will be interested in the bill. (See Appendix 1)

2. That the bill of education will be a bill that would be recommended and the committee will be interested in the bill. (See Appendix 2)

3. That the bill of education will be a bill that would be recommended and the committee will be interested in the bill. (See Appendix 3)

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6. That the bill of education will be a bill that would be recommended and the committee will be interested in the bill. (See Appendix 6)

7. That the bill of education will be a bill that would be recommended and the committee will be interested in the bill. (See Appendix 7)

8. That the bill of education will be a bill that would be recommended and the committee will be interested in the bill. (See Appendix 8)

9. That the bill of education will be a bill that would be recommended and the committee will be interested in the bill. (See Appendix 9)

Mr. Mulholland noted that if the motion on the floor is approved, according to the third bullet, the committee is approving adequate funding through the Board.

Following discussion, changes were recommended in the wording of two recommendations.

Recommendation #2 was amended as follows:

#2. That a child care advisor/administrator have early childhood qualifications as defined by the Day Nurseries Act. (See Appendix 2).

Recommendation #5 was amended as follows:

#5. That the Board of Education utilize the existing incorporated board structure that operates Hill Park Lambs Childrens' Centre. (See Appendix 5)

Mrs. Van Horne agreed to incorporate these changes within her motion.

A discussion followed on the title of the person to be hired to oversee Child Care Policy. It was clarified that the term "Co-ordinator" would be confusing with the Co-ordinator of Curriculum and Special Services.

Mr. Mulholland noted that if the motion is passed, we are committed to hiring the child care advisor/administrator not later than Jan. 1, 1989. He requested that we do Recommendations #1 - 2 - 4 and 5 in one motion, and Recommendation #3 by itself.

Mrs. Van Horne agreed.

In a discussion of salary ranges for a Day Care Advisor/-Administrator, Ms Binns said that it can vary from \$26,000-46,000.

Mrs. Clarke noted a great diversity of programs already in place in schools, in liaison with COMSOC and acknowledged the workload Ms. Binns has been carrying. She emphasized the importance of going ahead and appointing the person to this position.

Mrs. Deans asked if the Hamilton Board could be a model in terms of wages paid to the staff working in the day care, to ensure they were paid fairly.

Mr. Shewfelt noted the Board could determine the administrator's wages, but the committee that operates the day care has control over the staff's wages.

Mrs. Wheeler commented the programs have to be cost-effective. To receive funding, they must operate in the black. The salaries paid are governed by the going rate of child care. Staff working in non-profit centres receive a \$4,000 per year grant in addition to their salary, which averages \$15,000-16,000. Many private

centres pay \$12,000, but their employees only receive half the grant paid to staff of non-profit centres.

There followed discussion re the Development Committee's role regarding the hiring of the administrator of child care and procedures for passing recommendations to the Board, versus the Personnel committee.

Mr. Rielly clarified that each committee has the right to make recommendations directly to the Board, based on a total package presentation, and then the Board makes the final decision.

At this time, Mr. Shewfelt distributed information relaying the expected cost of this program. The total cost would be \$65,000 with \$35,000-36,000 allocated to the specific position. The balance would be the operating costs such as fringe benefits, training, supplies, etc.

In answer to Mr. Kennedy's query, Mr. Shewfelt noted the \$36,000 salary was an operating expense of the Board.

Recommendations 1, 2, 4 and 5 were put to a vote and were CARRIED.

Recommendation 3 was put to a vote and was CARRIED.

Report of the
Special Education Advisory
Committee

Mrs. Deans asked how many of the SEAC recommendations will be incorporated into our policy for child care?

Mr. Rielly replied many of the recommendations from SEAC are already incorporated in the policy.

Mrs. Baskin pointed out that SEAC is a provincially legislated committee and resented that their report was ignored when it should have been incorporated and considered within the report and not as a separate item. Mrs. Baskin noted SEAC must be taken seriously and its Chairman should be entitled to speak to this report.

Ms. Rappolt responded that these recommendations from SEAC were only received a few days prior to the date the Child Care recommendations and Policy had to be ready. She discussed them with Ms. Binns and did not see any problems with the intent of their recommendations as they felt the broad philosophy of the Child Care Policy would allow SEAC concerns to be incorporated.

Miss Cunninham invited Mrs. Bishop to speak to the report and apologized for the reversal in procedure.

Miss Bishop reviewed the 13 recommendations and their background for the Committee.

meeting pay \$15,000, but that they were only to receive half the grant paid to state or municipal agencies.

There followed discussion as to the best way to handle this question. The idea of the organization of child care was presented for serious consideration to the Board, except the financial committee.

Mr. Harty stated that much work had been done in the past in connection with the Board, and that the Board was the only agency responsible for the child care.

At this time, Mr. Harty stated that he had been informed by the Board that the Board was to be the only agency responsible for the child care. The Board was to be the only agency responsible for the child care.

It was then by Mr. Harty's report, Mr. Harty stated that the Board was to be the only agency responsible for the child care.

Recommendation 1, 2, 4 and 5 was put to a vote and was adopted.

Recommendation 3 was put to a vote and was adopted.

Report of the
Special Education Advisory
Committee
Mr. Harty stated that he was of the Board, and that he was to be the only agency responsible for the child care.

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Moved by Mrs. Baskin:

That the SEAC report on Child Care be referred back to the officials for further study and incorporation into the Board policy.

CARRIED.

NEW BUSINESS:

Adult Education

Mr. Stockwell introduced Mr. Murray Kilby, Principal of the Continuing Education program.

Mr. Kilby stated that adult attendance in schools has experienced tremendous growth. Adults now number over 1200, representing 8.5% of the total secondary population. He noted that if all the adults were in one school, it would be the fourth largest of the Board. Mr. Kilby further stated that there is great potential for growth; one in five people in Hamilton is sixty or over and the market for adult education is unlimited. Mr. Kilby explained the new initiative program - Felfab, wherein businesses or industry subsidize the cost in order that their employees can upgrade skills., ie. better English skills.

Mr. Kilby introduced three adult students from Barton Secondary:

Mrs. Linda Cooper who attended regular day school classes at Barton and sat in with day students;

Mrs. April Ingraham who attended adult only, with one mixed class in the Co-op program, and is now on the casual staff of the Board;

Mrs. Flo Hutchinson who returned to school to continue her education and is now in 3rd year of business program at Mohawk.

Discussion followed with the three adult students regarding their experiences in returning to school, either to upgrade skills for working or to graduate. All felt the first week was the most difficult, but all thought it was very worthwhile and the teenage students accepted them. It was felt the program was excellent for updating skills since technology has changed so much in the past 10 years.

One guest related that as her husband is a steelworker and has been laid off every September, she returned to school to improve their financial situation. Now her husband is taking classes.

Mr. Kilby noted that adults working hard at their studies in the day classes have provided a definite role model for regular day students.

Miss Cunningham thanked the guests for bringing their uplifting message to the Committee.

Mrs. Baskin referred to the OSTC Education Report, Vol. 13, No. 4, regarding the changed rules governing fund-raising, especially in connection with elementary students. She suggested that it be discussed at the next Development Committee.

Mrs. Deans wondered if Theatre Aquarius could be approached re their Glory Days play. She would like it done for students as it is a very good play on Hamilton history depicting both sides of the strike.

Mr. Rielly agreed to look into it.

Mrs. Barker commended Miss Cunningham on her Chairmanship of the Committee and offered her thanks on behalf of the Committee.

The meeting then adjourned.

Read and confirmed,

.....
Chairman

cv

The Board referred to the 1935 American Report, Vol. 11, No. 4, regarding the charges against the defendant, especially in connection with the charges against the defendant that is to be discussed at the next Board meeting.

The Board considered it desirable to have a special meeting to consider the charges against the defendant. The Board will try to have the meeting as soon as possible and it is a very good idea to have a meeting at the side of the office.

Mr. Stally agreed to have the meeting.

The Board recommended that the defendant be not recommended for the Board and advised that there is a report of the Board.

The meeting then adjourned.

That had continued.

That had continued.

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M32

DECEMBER, 1988.

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



I N D E X

DEVELOPMENT COMMITTEE

1988 12 05

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

PAGE

1. Future Initiatives Regarding Substance Abuse 1.
2. Interim Report from the Secondary School sub-committee on Vocational School Accommodation 4.

NEW BUSINESS:

1. Update - Westmount 1990 7.

THE
NATIONAL
ARCHIVES

RECORDS

RECORDS SECTION

1. General Information
2. General Information
3. General Information

RECORDS

1. General Information

MINUTES OF THE
DEVELOPMENT COMMITTEE

1988 12 05

Present: Mr. B. Allen (Chairman); Trustees Barker, Deans, Kennedy, Korz, and A. Stewart.

Also

Present: Trustees Bishop, Cunningham, Detwiler, Johnston, Mulholland, Penner, Rogers, B. Stewart and Van Horne.

Officials

Present: K. A. Rielly (Director of Education and Secretary),
A. Stockwell (Associate Director of Education)
P. Beveridge (Superintendent of Curriculum, Special and Educational Services),
R. Binns (Superintendent of Schools, Area 3)
F. Kelly (Superintendent of Schools, Area 2)
P. Gillie (Superintendent of Schools, Area 4)
D. Rothwell (Superintendent of Schools, Area 5)
R. Lavoie (Superintendent of Schools, French as a First Language)
J. Yurkiw (Assistant Superintendent of Special Services)
G. Rappolt (Assistant Superintendent of Curriculum)
E. Hodgins (Manager, Financial Services)

The Chairman called the meeting to order and welcomed the members to the first meeting of this committee for 1989. He said that, by building on the past work accomplished under the leadership of Chairman Cunningham, he was looking forward to good things from these committee meetings.

Mr. Rielly drew the members' attention to the information about the Development Committee's role and function, as extracted from the Rules and Regulations, that was distributed to the members.

Moved by Mr. Kennedy:

That the minutes of the last meeting of this committee be approved, as presented to the members.

CARRIED.

Future Initiatives Mr. Yurkiw, Assistant Superintendent of Special Services, joined
Regarding Substance Abuse the table and outlined the report that included a review of a handbook "Schools Without Drugs" and an accompanying Newsletter; an Executive Summary of the Black Report, with recommendations; and suggestions for future initiatives.

Mr. Yurkiw highlighted the recommendation from the Task Force on the Use of Illegal Drugs that suggested the Ministry of Education, in consultation with school boards, teacher federations, etc., review possible options for continuing effective drug education for implementation no later than September, 1990. As well, he pointed out the recommendation that the Ministry of Education provide boards of education with appropriate financial support to assist with program development and in-service training related to the development and implementation of comprehensive drug education programs over the next three years.

The Framework for Future Initiatives were recommendations for dealing with drug use in our schools.

Mrs. Deans observed that the timelines included in the above recommendations were earlier than the Ministry had indicated. She also spoke of her concern of how we can make students realize the dangers of drugs.

Mr. Yurkiw pointed out that our curriculum program would be tied in with Ministry guidelines which is an affective approach starting in kindergarten and emphasizes making appropriate choices and creating a sense of self-worth. He also spoke of a Tri-Board committee that has been established to formulate similar programs relative to other social issues such as family violence.

Mr. Kennedy asked to what degree principals and staff were restricted in searching for drugs. He said he feels principals should have the right to search lockers, etc., without being accused of infringing on pupils' rights.

Mr. Yurkiw responded that principals and staff still have the same responsibilities relative to discipline issues involving students. The Young Offenders Act concerns the rights of students when they are going to be interrogated or searched by police and principals must ensure that students are informed of their rights to obtain prior advice or counsel.

In response to Mr. Kennedy's question as to steps a principal could take if there was a suspicion of drugs in a locker, Mr. Yurkiw said the principal had the right to call the student and ask to have the locker opened.

Canon Rogers said he believes the problem is more wide spread than in the school system. There are some students that come from homes where drugs are a part of the life style. He felt education is needed throughout the community, city and province and until that happens little progress will be made in solving this growing problem.

Mr. Korz commented that, when considering staffing needs, quality should be sought above quantity. He felt it is important to have a cohesive group of people capable of dealing with young people. Parental figures in the school are vital to some students who feel alienated from their drug-using parents. Mr. Korz asked about the selection process for these teachers.

Mr. Yurkiw replied that people in positions such as adjustment counsellors have a background in counselling and are aware of the resources in the community. Social workers also have training in working with students and guidance personnel are qualified and experienced in this area as well.

Mr. Korz asked if there were any programs that would help those responsible for staffing to focus in on the quality and caliber of a person vs. paper qualifications.

Mr. Rielly agreed that the question Mr. Korz was raising was a vital concern and said that every effort is made to hire staff

who have the ability to relate to students. Mr. Rielly pointed out that the people involved in the implementation of the recommendations have heard Mr. Korz' concerns and will attempt to address them through a variety of creative approaches perhaps not considered in the past.

Mrs. Bishop said that there is a public perception that schools turn a blind eye to some problems. She said that one of the roles of the schools is to set standards and to enforce them.

Mr. Johnston encouraged the board, when requesting additional resources from the Ministry, to relay our specific contributions to the project in question. He also spoke to the effectiveness of students teaching students about the dangers of drugs, including tobacco.

Mrs. Deans said that there should be a clear message to principals and vice-principals that the Board will support the expulsion of drug pushers.

Mr. Rielly emphasized that the Board does not take a soft approach to drug pushers in schools. The Board passed a discipline policy from which each school has developed a discipline code and these individually would address the concerns Mrs. Deans has raised.

Mr. Stockwell said that drug trafficking is a criminal offense and stated it is dealt with accordingly. However, students who become pushers must be treated with compassion, supported and provided with all the assistance available to see they have a fair chance to recover from the drug use and become useful members of the community.

Miss Detwiler said she was delighted to hear about the discipline policy and schools' discipline codes but wondered if they needed to be reviewed and updated. She emphasized she was not asking that they be re-written but rather a reminder to schools of their existence.

Miss Cunningham strongly encouraged the involvement of police, particularly when drug pushers become known. She is concerned that the soft approach by courts in dealing with traffickers is a major stumbling block in solving the problem.

Mrs. Stewart recalled the Board approving a survey to be conducted by the Addiction Research Foundation and wondered if this would provide an opportunity to clarify our position on drug use within the schools.

Mr. Kennedy asked whether there is anything in the Education Act relative to dealing with drug pushers.

Mr. Rielly said that the Act does not refer to this issue specifically however, Regulation 262, which deals with the daily operation of schools, refers to student behaviour and decorum and duties of teachers and principals.

Mrs. Deans asked if the fourth recommendation could be in place by September 1989.

Mr. Yurkiw said that timeline was established because there was a provincial advisory group which will provide further direction to boards of education relative to developing drug policies.

Mrs. Deans supported Miss Detwiler's suggestion that the discipline policy/code be re-distributed to the system.

Mr. Rielly assured the members that the legitimate concerns expressed this evening would be communicated to the principals. Mr. Rielly also indicated he would have copies of the Discipline Policy placed in the trustees' lockers.

Mr. Stockwell said he felt the principals in the schools would find tonight's comments relative to the Board's support of schools in dealing with drugs to be reassuring. He pointed out that he knows these administrators well and that dealing with the drug problems in the school is not easy and can involve extremely difficult situations.

Mr. Rielly, in referring to the recommendations in the Framework, said that, if approved, they would be integrated into the long range planning of the Curriculum, Special & Education Services Department.

Moved by Mr. Kennedy:

That the following recommendations relative to the Framework for Future Initiatives, Alcohol and Drug Abuse, be approved:

- (a) Provide schools with current information and in-service through the use of school and community resources on an ongoing basis.
- (b) Initiate a health education review of all grades regarding healthy living and alcohol and drug information based on new Ministry guidelines by September, 1989.
- (c) Review and establish the need for possible additional resources (staff) in order to provide appropriate co-ordination and in-service in the area of Drug Education by September, 1989.
- (d) Develop Board policy on Drug Education, counselling and intervention services and disciplinary procedures, based on guidelines developed by the Advisory Committee on Drug Policy: Ministry of Education, by September, 1990.

CARRIED.

Interim Report from
Secondary
School Study sub-
committee on
Vocational School
Accommodations

Mr. Kelly, Superintendent of Schools - Area 2, and Mr. Binns, the Superintendent of Schools - Area 3, joined the meeting to present their report on the findings of the sub-committee dealing with vocational education.

Mr. Kelly outlined that this committee's mandate was to study the re-location of Albion students necessitated by the tribunal. He pointed out that it was a committee of 17 people, representing a broad section of those directly involved in vocational education.

The first part of the report was devoted to a general survey of the situation in the country and to a description of the work of the various departments of the Government.

The second part of the report was devoted to a description of the work of the various departments of the Government.

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The fourth part of the report was devoted to a description of the work of the various departments of the Government.

The fifth part of the report was devoted to a description of the work of the various departments of the Government.

Signed by the Secretary

The following recommendations were made by the various departments of the Government:

(1) To continue the work of the various departments of the Government.

(2) To continue the work of the various departments of the Government.

(3) To continue the work of the various departments of the Government.

(4) To continue the work of the various departments of the Government.

(5) To continue the work of the various departments of the Government.

Continued

The following recommendations were made by the various departments of the Government:

The following recommendations were made by the various departments of the Government:

Secretary of the
Department of
the Interior
Washington, D.C.

Relative to the four recommendations, Mr. Kelly said that the first recommendation is for Albion students to attend Parkview but provides for an option of attending Ainslie Wood or Crestwood.

Recommendations 2 and 3 will involve further study to determine which of the schools stated would be the best choice.

Recommendation 4 affects the future of vocational education on the mountain and, again, a specific school was not named in order to allow further study.

Mr. Binns clarified for Mrs. Van Horne that the list showing the committee members was an initial draft when the committee was established and that student input had in fact occurred. (The committee list had indicated input was to come.)

Mr. Binns said that teachers provided an in-service program whereby they met with the students and went over the information on the questionnaire distributed to the students. The students took the questionnaire home to discuss with their parents.

Mrs. Van Horne asked if consideration was given to having parental representation on the committee.

Mr. Kelly said that was considered but it was felt that the direct contact with the students at school and the questionnaire sent to the homes would provide input.

Relative to a question about the capacity of Parkview, Mr. Kelly said that 400 could be accommodated comfortably, with 450 being the upper limit on enrolment.

Mrs. Van Horne asked if there were programs at Albion that would not be offered at Parkview.

Mr. Kelly said that all courses would still be available.

In response to Mrs. Van Horne's question, Mr. Kelly said that Scott Park has an extensive ESL program and a child care centre, as well as a higher enrolment than Delta and that is why it is not being considered as an alternative in the recommendations.

Mrs. Van Horne said that she does not feel that all alternatives to the recommendations have been exhausted.

Mr. Allen pointed out that the first recommendation must be dealt with tonight; the other recommendations should be moved on to the proper committee that is examining secondary school accommodation for further study.

Mrs. Deans said she would like to have seen a student council representative have direct input on the committee. She asked if any of the students had voiced concerns.

Mr. Binns said that the students were extensively surveyed. It was apparent that their first choice was to remain at Albion; their second choice would be to not move to a segregated school

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(he noted that a co-ed facility is a long range recommendation); there were differing opinions as to which school was preferred.

Mr. Stockwell said that there is a meeting of the Secondary School Study Committee scheduled for next week involving student, parent and administrative representation. A short term accommodation solution has to be determined with a long term program solution considered in the spring.

Miss Detwiler expressed the concerns parents have when students are moved to a school and then moved again within a year or two.

When Miss Detwiler asked if Briarwood and Parkview could be combined, Mr. Rielly stated that it is not physically possible because of numbers and the different shops offered to boys and girls.

Miss Detwiler said she would not like to see a vocational wing established in a secondary school.

It was clarified for Mrs. Bishop that this is an interim report from this committee and not its final report.

In response to Mrs. Bishop's questions about future programming plans for vocational schools, Mr. Binns said that it would have been difficult at this point to include such information as the committee is still working at reaching a consensus. However, it was felt that a decision about the location of Albion School needed to be made as soon as possible and that is the reason for this interim report.

Mrs. Bishop support Mrs. Van Horne's request to have parent representation on this committee.

Mr. Rogers reported his surprise that this report was being tabled at this time. It was his understanding that these recommendations were to go to the umbrella committee for review with their report coming to this committee in January. He felt that it was not imperative to approve these recommendations tonight but that there was time in the new year to deal with these important issues.

Mr. Rogers stated that he supports the vocational school concept but not as it is in its present form. He sees this as an opportunity for reviewing future directions.

Mr. Rogers went on to outline the results of the questionnaire as distributed to the students and parents. The responses indicated a totally negative reaction from students, parents and staff relative to a move to Parkview or Ainslie Wood. On that basis, Mr. Rogers strongly suggested this report be referred to the Umbrella Committee. Mr. Rogers also produced a petition against the transfer to Parkview that had 141 signatures.

Moved by Mr. Rogers:

That the recommendations contained in the Interim Report from the Secondary School Study sub-committee on Vocational School Accommodations be referred to the umbrella Secondary

The second part of the report is a long and detailed account of the work done during the year.

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Done by Mr. [Name]

The first part of the report is a summary of the work done during the year.

School Study Committee, along with the information from the community as forwarded by Trustee Rogers, and that the committee report back not later than January, 1989.

Mrs. Deans expressed her frustration at not being informed of these opinions while the report was being presented.

Mr. Rielly said that this was information that some the officials were unaware of.

Mr. Kelly pointed out that, in fact, those results were given to the sub-committee and were considered.

Mr. Kennedy supported consideration of a move to a secondary school and urged that Delta be considered.

Mr. Mulholland said that this was a report of recommendations from a sub-committee that would be reporting to a larger committee. There would be an opportunity for further consideration of this program when a report comes from the umbrella committee.

Mr. Binns spoke to the timelines involved in moving Albion school as questioned by Mrs. Van Horne. While there are differing opinions on this, Mr. Orlando has looked at the time required to complete a move and make the necessary renovations to Albion so it is ready for occupancy by July, 1990. It has been determined that a decision has to be made regarding the current Albion students as soon as possible.

Mr. Allen said that the minutes of the October meeting of the Development Committee indicated an urgency in settling this aspect while there was time for indepth study around the other recommendations.

Mrs. Van Horne said she would be comfortable passing the first recommendation if it were clear that this is an interim solution only.

Mr. Kelly again outlined the steps this sub-committee had taken and when all factors had been considered, these recommendations resulted.

Mr. Rogers expressed his concern that the current recommendation would result in a splitting of the Albion school population as it now exists. As well, he cautioned against a decision that could be interpreted as not giving fair consideration to these students.

The motion was then put to a vote and was CARRIED.

Update -
Westmount 1990

Mrs. A. Robertson and Mrs. B. Jazvac, Principal and Vice-Principal respectively of Westmount Secondary School, joined the table to present the update report on Westmount 1990. Superintendent of Schools - Area 5, Don Rothwell; Teachers John Dunn and John McCutcheon; and parent representative, Diane Gruhl were introduced in the audience as resource people for the report.

about this matter, along with the following from the
committee as presented to the Board, and the committee
report and the Board's decision.

The Board expressed its interest in the following
about the matter and the Board's decision.

Mr. Kelly said that the Board had been the ultimate
body on the matter.

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Mrs. Robertson said that there is a positive atmosphere at the school relative to the changes occurring and she went on to highlight the report. The aim is for full implementation by September 1, 1990.

Relative to the budget, Mrs. Robertson indicated that curriculum writing has been determined to be the number one priority.

After highlighting the report, Mrs. Robertson outlined a specific incident when she visited a class established in the manner of a Westmount 1990 class. All students reported liking this method better for several reasons: they can help each other and find this useful due to the learning that occurs; they feel they work harder and learn better; some admitted to wasting time at the beginning but found they worked to make up the time. Mrs. Robertson noted other interesting aspects of the class such as 2 students involved in indepth work in the middle of the formal lesson, neither being disturbed by this; students opted in and out of formal lessons; the teacher was also positive about the the teaching style.

In response to Miss Detwiler's question, Mrs. Robertson said an average class size would be 25-27 students.

Miss Detwiler then asked if Mrs. Robertson perceived a difficulty for staff new to the school in adjusting to the teaching style. Mrs. Robertson replied that they have experienced some of this to date and have communicated the concept of Westmount 1990 to the new teachers and then assigned one teacher to help in adapting.

Miss Detwiler mentioned the pilot projects in component staff and asked if there was a relationship between what is happening and Westmount 1990 and this particular group of staff.

Mr. Rielly replied that component staffing and Westmount 1990 should not be a problem should component staffing become system-wide. As a member of the Component Staffing Committee, Mr. Rothwell supported Mr. Rielly's comment.

Mrs. Jaczvac pointed out that new staff to Westmount 1990 might find it easier when the learning guides are written.

In response to Mr. Kennedy's comment about the Radwanski Report and what effect some of his recommendations might have, Mrs. Robertson did not recall anything specific that would cause interference in what is being planned; rather their proposed teacher advisor role would tend to support some of his views.

Mr. Rielly pointed out that one of Radwanski's thirty-five recommendations was directed towards the study of dropouts. The whole design of Westmount 1990 is one that the Ministry has viewed as innovative and could help prevent students from dropping out. Thus the Ministry's support of this particular program.

Mr. Kennedy asked what evaluation procedure was being considered in order to determine the success of the program, particularly in terms of the graduate student.

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Table 10. The following table shows the percentage of the total income of the company for the year 1950. The table is for the year 1950.

Mrs. Robertson outlined several different aspects of evaluation that is being considered such as an attitude survey for parents, teachers and students; looking closely at dropouts relative to what has happened in the past vs. future trends. There is also a possibility of a formal evaluation, done by an outside group, after the program has been implemented for some time. As well, there is some research involved on behalf of the Ministry because of its involvement.

Mr. Korz asked if the program operates at the general level and, if so, is it successful?

Mrs. Robertson replied that it is operating partially at that level. Research would indicate that it will work at all levels - basic, general, advanced and gifted.

Mrs. Deans expressed her concern about a verbal commitment for funding from the Ministry. Mrs. Robertson said that the Ministry's commitment was made about a month ago and that a written commitment is expected by March.

Mrs. Robertson, when asked by Mrs. Deans, pointed out that students could transfer to another school if they or their parents were not happy with the program.

Responding to Mrs. Barker's question about students adapting to university after graduation, Mrs. Jaczvac said that a Westmount 1990 student will be better prepared to become an independent learner, a skill vital in university life.

Mrs. Bishop asked whether there was an expectation that the learning guides would carry over to the rest of the system. She viewed the work done in this area to be of value to adult education or children working in small modules of a course, e.g. a child at home.

Ms. Rappolt said that she and Mr. Rothwell have been working with Mr. Rutledge around budget implications as they see the curriculum units as being of use system-wide. The work done thus far, under Mrs. Robertson's guidance, has been very successful and has had input from all subject co-ordinators as deemed appropriate.

Mrs. Stewart directed a question to Mrs. Gruhl about parents' general feeling about this new concept.

Mrs. Gruhl said that, having been a primary teacher and now a teacher in the adult education program, as well as a parent of three different learning style children, she sees the needs of individual students being better met as there is room for each type of student to be able to learn. She cautioned, however, that until parents see the program operating on a day-to-day basis, there may be some apprehension and misconceptions. She added that she is excited about the program.

When Miss Cunningham asked whether a student might excel to an advanced level in a particular subject, and at a general in other areas, Mrs. Jaczvac emphasized that it is possible because students progress at their own pace.

Mr. Rielly and Mr. Stockwell agreed saying that there is a variety of teaching styles involved as well. A student able to progress at his/her own pace may indeed move on to a level not reached in the past.

Mr. Korz referred to a change in the passing grade from 50% to 60% and Mrs. Robertson explained that once a student reaches 60%, s/he would move on to the next unit. A mark in the 50-60% range would involve counselling by the subject teacher, and a mark below 50% would result in an interview with a teacher. It is hoped that remedial work as needed will result in a mark of at least 60%.

Moved by Mrs. Bishop:

That the report on Westmount 1990 be received for information.

CARRIED.

The meeting then adjourned.

Read and confirmed,

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Chairman

rm

Mr. Smith and Mr. Brownell agreed today that there is a
possibility of finding other islands in the
vicinity of the main group. A search will be
made at once and the results will be reported
to the Board.

Mr. Smith referred to a letter to the Board dated June 15th in
which he mentioned the possibility of finding other islands in the
vicinity of the main group. He said that he had been thinking
about this matter for some time and had been looking for a
place where a search could be made. He said that he had been
thinking about this matter for some time and had been looking for a
place where a search could be made. He said that he had been
thinking about this matter for some time and had been looking for a
place where a search could be made.

Board of the Navy

That the report of the Board dated June 15th be received and
the search be continued.

Respectfully,
John D. Smith

The meeting then adjourned.

Done and certified,
John D. Smith

John D. Smith
Secretary

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